DOCUMENT RESUME

ED 281 976 AA 001 164

Resources in Education (RIE). Volume 22, Number 10.

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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Oct 87

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $56.00 (Domestic), $70.00 (Foreign).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 281 991 CE 047 061

Starting Up Your Own Business in the Hotel and Catering Industry. A Self-Help Guide from the Small Business Service of the Hotel and Catering Industry Training Board.

Hotel and Catering Training Board, Wembley (England).

REPORT NO.- ISBN-0-7033-0024-5
PUB DATE- 82
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Business Administration; Decision Making; *Entrepreneurship; Evaluation Criteria; Evaluation Methods; *Food Service; Foreign Countries; *Hospitality Occupations; *Hotels; Postsecondary Education; Property Appraisal; Site Selection; *Small Businesses
IDENTIFIERS- *Caterers

This guide is intended to assist the potential small business proprietor in successfully starting a business in the hotel and catering industry. It is divided into five sections. The first section discusses factors to be considered in making the initial decision of whether or not to seek self-employment in the industry (options, potential enjoyment, personality traits and skills required of successful hotel owners and caterers, and affordability). The next three sections cover the following individual steps in a systematic approach to seeking and selecting a business to match individual requirements: building a model of one's own ideal business (factors, personal circumstances, and procedures in planning the first step); exploring the market (selecting and interviewing an agent, selecting a business to view, planning the viewing, and viewing the business and assessing its potential); and making the decision (factors, affordability of buying and running the business, preparing estimates, and making the final decision). The final section examines the actual acquisition of the business and the professional help available in negotiating the acquisition (including sections on making the offer, instructing a solicitor, dealing with bank managers and accountants, purchasing insurance, hiring a surveyor, seeking other professional advice, going through the handover procedure, and negotiating the purchase in Scotland. (MN)

DOCUMENT RESUME

ED 282 005 CE 047 089

Foyster, John
Looking Forward: Rights of Passage.
TAFE National Centre for Research and Development, Payneham (Australia).
SPONS. AGENCY- Australian Commonwealth Dept. of Education and Youth Affairs, Canberra.
REPORT NO.- ISBN-086397-337-X
PUB DATE- 86
NOTE- 82p.; For the first report of this project, see ED 275 837.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Curriculum Development; *Dropout Characteristics; Dropout Programs; Dropouts; Educational Needs; Educational Opportunities; *Education Work Relationship; Foreign Countries; Needs Assessment; Secondary Education; *Transitional Programs
IDENTIFIERS- *Australia (Victoria); *Participation and Equity Program (Australia)

A study examined the range of full-time courses for youths between the ages of 15 and 19 that are offered under Australia's Technical and Further Education (TAFE) system. Two reports resulted from the study. The first report reviewed the TAFE transition education program and formulated 20 recommendations concerning development of the Participation and Equity Program (PEP). This, the second report, focuses on forming the basis of a course structure for development at the local level of initiatives relevant to local vocational needs and circumstances and the personal needs of individuals. The first study's recommendations are summarized in the first chapter. The second chapter attempts to explain why less than half of Australian youths complete secondary schooling by examining factors influencing completion of secondary schooling and participation in postsecondary education (father's occupation, school system, achievement at age 14, family wealth, ethnic background, rurality, gender). The third chapter introduces an extensive framework for considering curricula in terms of the purpose of education, values within education, and the agents and representation of curriculum. Thirteen recommendations are made in the fourth chapter, which deals with the social reconstruction of transition education. Particular attention is paid to orientations toward curriculum values, social milieu, teachers, subject matter, literacy and numeracy, and the demands that transition education places on teachers. (Appendixes include detailed data from the 1983 and 1985 studies of the Victorian TAFE PEP population and more detailed information on the different curriculum options examined during the study.) (MN)

DOCUMENT RESUME

ED 282 019 CE 047 112

Prickett, Charlotte
Carpentry Curriculum.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Sep 85
NOTE- 401p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; Building Trades; *Carpentry; *Competence; Competency Based Education; *Construction (Process); *Entry Workers; Hand Tools; *Job Skills; Postsecondary Education; Secondary Education; State Curriculum Guides; Vocational Education
IDENTIFIERS- Arizona

This curriculum guide, written at the Arizona Vocational Educator's Curriculum Academy during July and August, 1985, was developed to complement the Arizona validated competency lists for construction trades. The writing team included tradespeople, secondary vocational educators, community college vocational instructors, and university professors of construction technology programs. This guide lists 48 competencies to be mastered by entry-level carpenters. For each competency, various tasks with their standard of performance, conditions for performance, source of the standard, and a performance guide are provided. These materials are intended to assist teachers in secondary and postsecondary vocational programs in developing a course of study, structuring learning sequences, determining standards of performance, and locating resources. The guide also contains a list of tools for a carpenter's basic tool kit, reference, and a matrix of carpentry competencies. (KC)

DOCUMENT RESUME

ED 282 033 CE 047 178

Johnson, Julie M.
Nebraska Home Economics Needs Assessment.
Nebraska Univ., Lincoln. Coll. of Home Economics.
SPONS. AGENCY- Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
PUB DATE- Jun 86
NOTE- 33p.; Document printed in colored ink on colored paper. Color-keyed tables will not reproduce clearly. Appendix contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Child Rearing; Clothing Instruction; Consumer Education; *Economically Disadvantaged; *Educational Attitudes; Employment Potential; Family Life Education; Foods Instruction; High Schools; *Home Economics; *Home Economics Skills; Home Furnishings; Housing; *Needs Assessment; Nutrition Instruction; Parenthood Education; Textiles Instruction
IDENTIFIERS- Nebraska

An assessment of the needs of the economically disadvantaged measured the importance of specific home economics content for high school students. Mailed questionnaires were returned by 470 parents of economically and noneconomically disadvantaged students and representatives from the Nebraska Department of Social Services. The 136 concepts used in the questionnaire were divided into 8 content areas. Using the overall means as a guide for the relative importance of each content area, it appeared that both groups of parents and the agency representatives ranked the content areas in approximately the same order: employability skills, child development/parenting, management and other processes, consumer education, family relationships, food and nutrition, clothing and textiles, and housing and home furnishings. These areas roughly corresponded with state and federal priorities. Items within each content area varied in importance. Generally speaking, economically disadvantaged parents saw home economics concepts as more important than the other two groups. There were significant differences between the economically disadvantaged parents and the noneconomically disadvantaged parents in almost half of the 136 concepts and between the economically disadvantaged and agency representatives in 36.8 percent of the 136 concepts. The noneconomically disadvantaged parents and agency representatives generally saw the concepts in a similar way. (YLB)

DOCUMENT RESUME

ED 282 047 CE 047 204

McCaig, Robert
Role of Technical/Vocational Teachers as "Change Agents."
PUB DATE- May 87
NOTE- 21p.; Paper presented at the Regional Workshop on Technical/Vocational Teacher Training (Chiba City, Japan, May 11-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; Cost Effectiveness; Educational Needs; Program Costs; Secondary Education; *Teacher Education; *Teacher Role; *Technical Education; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Asia (Southeast)

Presented in this document are two papers by the same author which deal with various aspects of the role of vocational-technical teachers as change agents. The first paper focuses on the cost-effectiveness of investments to train teachers to help students evaluate their environment critically from the standpoint of determining the changes that are needed and bringing them about. Teachers can become effective agents in the area of changing costs if (1) they are trained in close contact with industry, (2) they are helped to develop more positive social attitudes and an orientation toward participation in social change, (3) environmental education is made an integral part of the entire vocational curriculum, (4) they are trained to require quality, and (5) they are themselves trained in the use of appropriate technology. The second paper (untitled) discusses the pros and cons of various types of educational "software" (described here as including teachers, students, print material, libraries, and computer software). Particular attention is paid to the needs of educators and students in Southeast Asia and the South Pacific, with emphasis on the need to train local teachers in using libraries, developing their own course materials and lecture notes (in particular, developing them from English materials when necessary), and using microcomputers and computer software (in the conventional sense of the word). Special note is taken of the success that the Colombo Plan Staff College for Technician Education in Manila has had in developing instructional materials and sharing them with other schools in the area. (MN)

DOCUMENT RESUME

ED 282 060 CE 047 273

Nord, Roy D.; And Others
Propensity and the Enlistment Decision. Technical Report 723.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Aug 86
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Armed Forces; Career Education; Enlisted Personnel; *Expectation; Goal Orientation; *Individual Characteristics; Military Service; *Prediction; *Probability; *Student Educational Objectives
IDENTIFIERS- *Military Enlistment

Enlistment intentions, educational expectations, and sociodemographic factors were examined in the context of their pairwise relationship to the enlistment decision. A model was developed relating enlistments to stated intentions and other variables. This model was then statistically estimated from a sample from the National Longitudinal Survey. Logistic regression was used to predict enlistments from information on intentions and backgrounds. Findings indicated that enlistees in the armed forces experienced an increase in educational expectations not reflected in the general population. A considerable shift was found among enlistees with respect to original enlistment intentions. Enlistment intentions or propensity was the strongest explanatory factor in predicting enlistment. Such factors as educational intentions, race, gender, and test score also contributed substantially (and independently of propensity) to explaining enlistment behavior. A positive change in propensity over time had a positive effect on enlistment probability above and beyond the effect of propensity measured at a single point in time. The effect of Armed Forces Qualification Test (AFQT) scores on the probability of enlistment was positive, but the size of this effect diminished as AFQT increased. A desire for training beyond high school but outside of college was a good predictor of enlistment probability. (This report includes 36 figures illustrating study findings.) (YLB)

DOCUMENT RESUME

ED 282 074 CE 047 326

Harvey, Dexter; Cap, Orest
Elderly Service Workers' Training Project. Block B: Cultural Gerontology. Module B.2: German Culture.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 87
NOTE- 42p.; For related documents, see ED 273 809-819 and CE 047 321-333.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Aging (Individuals); Client Characteristics (Human Services); *Counselor Training; *Cross Cultural Training; *Cultural Background; *Cultural Context; Cultural Education; Ethnic Groups; Foreign Countries; German; Gerontology; Human Services; Immigrants; Interpersonal Competence; Learning Modules; Older Adults; Postsecondary Education
IDENTIFIERS- *German Canadians; *Manitoba

This learning module, which is part of a three-block series intended to help human service workers develop the skills necessary to solve the problems encountered in their daily contact with elderly clients of different cultural backgrounds, deals with German culture. The first section provides background information about the German migrations to Canada and the German heritage. The module's general objectives are described next. The remaining sections deal with German settlements in Manitoba, the bond between those who are able to understand and speak the German language, the role of religion and its importance in the lives of German-speaking Canadians, the value of family ties to German-speaking Canadians, customs common to German Canadians, and the relationship between the German-Canadian family and the neighborhood/community. A list of selected readings and descriptions of two pertinent films are appended. (MN)

DOCUMENT RESUME

ED 282 088 CE 047 346

North Carolina Vocational Education Performance Report. Program Year 1985-86.

North Carolina State Board of Education, Raleigh.; North Carolina State Dept. of Community Colleges, Raleigh.

PUB DATE- 86
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Career Guidance; Consumer Education; Correctional Education; Criminals; Curriculum Development; Disabilities; Disadvantaged; Displaced Homemakers; Educational Finance; *Educational Opportunities; *Federal Aid; Federal Legislation; *Home Economics; Limited English Speaking; One Parent Family; Postsecondary Education; *Program Improvement; Retraining; Secondary Education; Sex Fairness; Staff Development; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *North Carolina

This performance report presents the services and activities provided to youth and adults in secondary and postsecondary vocational education in North Carolina from July 1, 1985, to June 30, 1986. Data are provided to reflect services to special populations, trends, growth in enrollment, student and employer assessment of the value of vocational education, and business/industry participation and contribution to quality control. The report is divided into two parts, secondary and postsecondary. The secondary education part contains three sections. Section I on vocational education opportunities accomplishments contains information on vocational education services and activities for handicapped, disadvantaged, limited English proficient, and sex equity. Section II on program improvement accomplishments contains information on secondary vocational education in the area of new programs, expanded programs, career guidance, personnel development, curriculum development, equipment, research, and other improvement activities. Section III on consumer and homemaking accomplishments contains information on home economics services and activities. The postsecondary education part contains two sections. Section I on vocational education opportunities accomplishments contains information on handicapped, disadvantaged, limited English proficient, adults in need of training and retraining, single parents and homemakers, sex equity, and criminal offenders in correctional institutions. Section II contains information on program improvement accomplishments under a category where limited resources were available for the stated purpose. (YLB)

DOCUMENT RESUME

ED 282 102 CE 047 377

Who's There? Interviewing Techniques for Small Businesses. The WorkForce Series for Small Businesses.
National Child Labor Committee, New York, N.Y.
PUB DATE- 84
NOTE- 25p.; For other guides in series, see CE 047 376-380.
AVAILABLE FROM- National Child Labor Committee, 1501 Broadway, Suite 1111, New York, NY 10036 ($3.00; set--$15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Affirmative Action; Case Studies; Compliance (Legal); Employer Employee Relationship; *Employment Interviews; Employment Problems; Employment Qualifications; *Entry Workers; Federal Legislation; Job Applicants; Job Application; Labor Legislation; Management Development; *Personnel Management; *Personnel Selection; *Small Businesses

This guide presents interviewing techniques for managers who hire young and/or entry-level workers in small businesses. The guide is designed to help managers (1) give the information the applicant needs in an employment interview; (2) keep personal biases from entering into the hiring process; (3) ask questions that will get the information they need to make a hiring decision; and (4) structure the interview so that they can establish rapport with the applicant, but still maintain control of the conversation. The guide uses case studies to illustrate the interviewing techniques that are suggested. Key points are summarized at the end of the booklet, and a review quiz with answers is provided. A list of suggested resources completes the guide. (KC)

DOCUMENT RESUME

ED 282 117 CG 019 881

Stein, Judith A.; And Others

Social Conformity and Substance Use: Sex Differences on Longitudinal Associations.

SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- Jan 86
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). Figures contain small, light print.
GRANT- DA-00017; DA-01070
AVAILABLE FROM- Judith A. Stein, Department of Psychology, University of California, Los Angeles, CA 90024.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Alcoholic Beverages; *Conformity; Drinking; *Drug Use; High Risk Persons; High Schools; Longitudinal Studies; *Predictor Variables; *Sex Differences; *Social Behavior; *Young Adults
IDENTIFIERS- *Alcohol Use

Isolating risk factors associated with drug and alcohol use and abuse has been a major task for many researchers. A study was designed to determine whether longitudinal models of social conformity and drug and alcohol use would provide similar results for males and females. Data were obtained from 654 young adults (192 males, 492 females) who had participated in a longitudinal study of adolescent development and drug use. The impact of social conformity on alcohol and hard drug use was tested in a series of latent variable longitudinal models separately for men and women and then contrasted directly. Social conformity measured at high school age (year 5 of the study) was used as a predictor of less alcohol and hard drug use at young adulthood (year 9). The results showed that social conformity predicted less hard drug use for both males and females and less alcohol use for females only. Structural patterns between latent variables were quite similar for both males and females for hard drug use, but less so for alcohol use. These findings suggest social implications of the differential acceptability of alcohol use by sex. (Author/NB)

DOCUMENT RESUME

ED 282 131 CG 019 896

Miner, Joanne
Stress and Social Support in Parents of Hyperactive Children.
PUB DATE- Aug 86
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Coping; Family Life; *Family Problems; *Hyperactivity; Mothers; *Parent Attitudes; Parents; Sex Differences; *Social Support Groups; Stress Management; *Stress Variables

The role of social support in moderating stress was examined in 65 parents of hyperactive children. The sample included 29 couples and 7 single mothers. The theoretical framework guiding the research was Lazarus' general model of stress. Each parent's psychological functioning was hypothesized to be a function of the severity of the child's behavior problems; parental appraisal of family strain associated with the child; and the amount, quality, and use of available social support. The buffering effects of social support were tested prior to stress appraisal and after experiencing strain. It was hypothesized that social support is more critical in preventing stress appraisal than in alleviating strain after it has been experienced. Results provided limited evidence for the proposed model of stress and for the stress-buffering properties of social support. Significant effects of support were obtained only for mothers and only in the strain alleviation phase of the stress model. Mothers reported family reliance upon social support as a coping strategy much more than did fathers, and for mothers this reported use of support significantly buffered the impact of perceived strain on depression. Satisfaction with social support had a significant main effect on mothers' general well-being. These findings suggest that social support is more beneficial to mothers than to fathers in families experiencing chronic strain. (Author/NB)

DOCUMENT RESUME

ED 282 145 CG 019 912

Breiner, Sander J.
Qualities and Characteristics of the Child Abusing Population.
PUB DATE- 7 May 87
NOTE- 26p.; Paper presented at the Annual Children's Center Spring Conference (8th, Detroit, MI, May 7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Child Neglect; *Family Violence; *Parent Child Relationship; Parents; *Personality Traits; *Psychological Characteristics; *Psychological Patterns; Sexual Abuse

Most child abuse has a violent quality. A review of the research on child abusers reveals some interesting psychosocial and historical characteristics. Research has shown violence to be more likely in less stable populations, in persons with poor driving records and histories of severe accidents, and in those who are undereducated and unsuccessful in life. Violent individuals, compared to nonviolent persons, have been found to be more likely to reside in the southern United States and to adhere to a cultural group that advocates physical punishment. These violent individuals often have a history of parental deprivation, post childhood enuresis, cruelty to others as children, hurt self-esteem, and alcohol or sedation abuse. Psychologically abusive parents tend to be depressed, to project their self-hatred to the child, and to have a role reversal with the child. Some forms of child abuse involve infanticide, rejection, sexual abuse, restriction, oppression, and slavery. Parents who sexually abuse their daughters often feel depreciatory to women and are sexually rigid and punitive. Psychologically the abusive parent has phobic ideation, marked ambivalence, unresolved oral aggression, and sado-masochistic conflicts with a breakthrough of sadistic pre-genital material. The quality of the entire parental relationship is more significant than the actual physical abuse, with abandonment being the most serious abuse to the child. Clearly all forms of child abuse are a family affair. (Author/NB)

DOCUMENT RESUME

ED 282 160 CG 019 928

McConnell, Stephen C.; Duncan, Barry L.
Practical Peace Efforts for a Psychologist: A Blueprint to Action.
PUB DATE- Aug 86
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; *Nuclear Warfare; *Peace; *Psychologists; *Social Responsibility; *War

Recent evidence suggests that the 1982 American Psychological Association nuclear freeze resolution is reflective of a consensus among psychologists. The evidence also suggests that while the expressed attitudes of psychologists are supportive of the freeze, the attending demonstrative behaviors are not present. To facilitate overcoming this behavioral impasse and to emphasize that one psychologist can make a difference, a blueprint to action was developed at the individual, family, local, community, national, and international levels and in the areas of education, research, practice, and organizations. A broad array of options is presented ranging widely in time commitment and level of influence. Options are available at several levels: (1) individual (reflection, prayer, and voting); (2) family (nonviolence, conversation, and books); (3) local community (civic participation, school interest, and establishment of nuclear free zone); (4) national (letter writing and peace initiatives); (5) international (cultural exchange and letter writing); (6) education (support local peace center, teach conflict resolution, and encourage students to write visions of peace papers); (7) research (role of mutual ignorance, mental health aspects of war, and conflict resolution); (8) practice (deal with clients' fears); and (9) organizations (join groups such as Psychologists for Social Responsibility). (Author/ABL)

DOCUMENT RESUME

ED 282 174 CS 008 723

Cuvelier, Pol
Situational Properties of Early Verb Meaning.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Annual Stanford Child Language Research Forum (18th, Stanford, CA, April 4-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cognitive Processes; Communication Research; *Context Clues; Dutch; Foreign Countries; *Language Acquisition; Language Research; Pragmatics; *Semantics; *Speech Acts; *Verbs; Young Children
IDENTIFIERS- Linguistic Analysis; *Linguistic Context

To test the claim that verbs consistently occur in particular illocutionary contexts and that illocutionary context thus should be included in models of early verb meanings, a Dutch-speaking child participated in a naturalistic case study in his home, as he grew between the ages of two and three years. The researcher taped the child's interactions with his parents, for a total of 24 hours of audio and visual recordings. The visual recordings provided immediate physical context for the child's utterances, which facilitated the pragmatic analysis. The child's utterances in context were analyzed in terms of Searle's traditional speech act framework, which strongly connects speech acts, felicity conditions, and situational context. Results revealed that verbs do not have regularly appearing properties related to the communicative context that distinguish one verb from another; however, each verb has a number of context features that frequently appear together. These clustered features argue for a prototype framework for early verb acquisition. The results also show that a level of illocutionary-situational verb meaning must be taken into account, and that the early symbolic use of verbs is quite different from the symbolic use of object words. This could be because of the complexity of verbs, which require children to make abstractions on the pragmatic level, rather than on the representational level as is the case with object words. (SKC)

DOCUMENT RESUME

ED 282 187 CS 008 826

Alvermann, Donna E., Ed.; And Others
Research within Reach: Secondary School Reading: A Research Guided Response to Concerns of Reading Educators. Revised.
Appalachia Educational Lab., Charleston, W. Va.; International Reading Association, Newark, Del.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-87207-784-5
PUB DATE- 87
NOTE- 201p.; Updated version of ED 273 928.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 784, $7.50 member, $11.25 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; Critical Thinking; Decision Making; Educational Theories; Grouping (Instructional Purposes); Metacognition; Program Development; Program Effectiveness; Readability; *Reading Comprehension; *Reading Instruction; Reading Programs; *Reading Research; Reading Skills; *Reading Writing Relationship; Secondary Education; Student Motivation; Teacher Role; Teaching Methods; *Theory Practice Relationship; Vocabulary Development

Focusing on how secondary school reading programs can be organized and on how their effectiveness can be measured, this book synthesizes reading research in several significant areas and makes concrete suggestions for using this research to improve reading instruction. Each chapter, opens with a question posed by a teacher, discusses research with reference to this question, and concludes with a summary and a list of references. Generally, chapters present various, well-documented processes and products (individually or in limited combinations) that contribute to effective reading instruction in secondary schools. The practitioners' contribution to the advancement of knowledge in the field is recognized, thereby enhancing the reciprocity between researchers and practitioners. Each chapter concludes with a summary and a list of references. Titles and authors of chapters included are (1) "Reading Programs" (D. W. Moore and A. G. Murphy); (2) "Effective Schools/Effective Teaching Research" (M. W. Conley and A. G. Murphy); (3) "Developing Lifetime Readers" (D. E. Alvermann); (4) "Learning from Text" (D. E. Alvermann); (5) "Comprehension/Thinking Skills" (D. E. Alvermann); (6) "Vocabulary" (D. W. Moore); (7) "Readability" (D. Holdzkom); (8) "Selection of Materials" (D. W. Moore and A. G. Murphy); (9) "Integrating Oral and Written Language" (D. E. Alvermann); (10) "Grouping" (M. W. Conley); (11) "Teacher Decisionmaking" (M. W. Conley); (12) "Metacognition" (D. E. Alvermann); and (13) "Staff Development" (P. B. Lutz). (JD)

DOCUMENT RESUME

ED 282 200 CS 210 399

Juliebo, Moira Fraser
A Portrait of Wendy.
PUB DATE- May 86
NOTE- 32p.; Paper presented at the Spring Conference of the National Council of Teachers of English (5th, Phoenix, AZ, March 20-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; *Classroom Environment; Comparative Analysis; Developmental Stages; Early Reading; *Family Environment; Instructional Effectiveness; Kindergarten; Preschool Education; Reading Research; Writing Readiness
IDENTIFIERS- Early Writing; *Emergent Literacy

Extracted from a doctoral thesis on young children's emergent literacy, this paper describes the literacy development of one five-year-old subject. The paper first describes the subject's home environment, her relationships with family members, and her early reading experience and literacy development. Transcripts illustrating her home reading experiences and samples of her writing are included. The paper then describes the kindergarten environment that the subject entered following five months of home observation and details her free play activities and literacy activities during circle time and work time. The paper concludes with a comparison of the literacy experiences in the two settings, noting that they differed mainly in terms of content and the nature of the interaction: at home, the "what" of literacy was very much a part of her life and was endowed with meaning; the "what" in kindergarten was carefully controlled and transmitted within a predetermined readiness model, where activities were often not placed in a meaningful context and were not varied according to developmental levels. The paper notes that, overall, the subject's literacy development appeared to be more the result of the activities at home rather than at school. (HTH)

DOCUMENT RESUME

ED 282 215 CS 210 486

Etchison, Craig
A Comparative Study of the Quality and Syntax of Compositions by First Year College Students Using Handwriting and Word Processing.
PUB DATE- 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Comparative Analysis; Computer Assisted Instruction; *Freshman Composition; *Handwriting; Higher Education; *Syntax; *Word Processing; *Writing Improvement; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- *Writing Quality

Based on the general lack of empirical evidence on the effects of word processors on writing quality, a study focused on changes in writing quality and syntax of first-year college writers who were taught to use word processors as part of their English composition class. The issue addressed was whether using word processors increased the syntactic growth or the holistic writing quality of 200 freshman composition students. The subjects were randomly split into word processing and handwriting sections. Both sections were taught in an identical manner other than the mode of writing, with the instruction centering on teacher-student conferences and revision. Students in each group provided two samples of transactional prose before instruction began and after instruction was completed. The sessions during which they produced the samples were run identically. Findings revealed that word processing students' gain in holistic quality was more than five times that of handwriters; word processing students had a mean pretest to posttest gain in overall writing quality of 2.8 points, while handwriting students had a gain of only .54. In addition, word processing students made far greater gains in total words than did handwriters, and length was directly related to essay quality. However, other syntactic variables, such as use of free modification, number of clauses, average number of words per clause, and type of embedding, were not affected by mode of composition. Sixty-four references are provided. (SKC)

DOCUMENT RESUME

ED 282 228 CS 210 517

Sperling, Melanie; Freedman, Sarah Warshauer
A Good Girl Writes Like a Good Girl: Written Response and Clues to the Teaching/Learning Process. Technical Report No. 3.
California Univ., Berkeley. Center for the Study of Writing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CSW-TR-3
PUB DATE- May 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Communication Problems; Communication Research; Grade 9; High Schools; Learning Processes; Learning Theories; Misconceptions; *Revision (Written Composition); Student Characteristics; *Student Reaction; Student Writing Models; Teacher Response; *Teacher Student Relationship; Teaching Styles; Writing Difficulties; *Writing Evaluation; *Writing Improvement; Writing Instruction; Writing Processes; Writing Research

To gain insight into why students frequently misunderstand their teachers' written responses to compositions, this paper looks in depth at one promising ninth grade student's processing of teacher written comments in a response-rich classroom, considering the larger learning contexts that impinge on the student's interpretations. The various sections of the paper cover: (1) perspectives on the case study method; (2) the teaching philosophy of the teacher; (3) background information on the student; (4) the nature of the writing assignment; (5) the teacher's actual written comments, which are analyzed in terms of discovering shared information between student and teacher and discovering demonstrated student skill; (6) the match or mismatch between the teacher's and student's understandings of the comments; and (7) the value systems that lead to how teacher and student interpreted comments. The paper concludes that the written response round (interaction between responder and recipient through the medium of written comment) invokes a complex problem-solving activity requiring the student to incorporate not only information and skills that ideally match the teacher's, but also a host of values that are formed by a full social and school context. It notes further that there are unsuccessful written response rounds even under good teaching conditions, which indicates that the student's values can be enough out of line with the teacher's to interfere with a close match between their definitions of writing problems and solutions. (SKC)

DOCUMENT RESUME

ED 282 241 CS 210 544

Flocke, Elizabeth Lynne
The "Special" Way: Mary Paxton and Her Journalism Degree.
PUB DATE- Aug 87
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Coeducation; Educational History; *Employed Women; Feminism; Higher Education; *Journalism; *Journalism Education; News Reporting; *Sex Bias; Sex Stereotypes; United States History; *Womens Education
IDENTIFIERS- Journalism History; *Paxton (Mary)

The only woman in the first graduating class of the world's first school of journalism at the University of Missouri, Mary Paxton Keeley was offered a position as a special reporter for the "Kansas City Post" in 1910. As was typical for female journalists at the time, most of Paxton's assignments during her 15 months with the "Post" were special features including divorce scandals, child custody fights, society stories (the demise of the hat pin, for example), and education features. She was also assigned to interview political radical Emma Goldman and to cover a suffrage speech by Sylvia Pankhurst in Kansas City. Paxton left the "Post" after an attack of appendicitis, and the next few years were spent with family in Michigan and Mississippi. On the advice of her former journalism school dean, she moved to Chicago to study home economics but soon grew restless and took a position as a county extension agent in Virginia. During World War I, she volunteered for overseas duty as a "Doughnut Girl." She married Edmund Keeley when she returned to Virginia, but when Edmund died 7 years later, she returned to Missouri to earn her masters degree. She taught journalism and writing for 24 years at Christian College in Columbia, Missouri, and wrote and published a number of plays and books. Paxton-Keeley died in 1986 at the age of 100. (AEW)

DOCUMENT RESUME

ED 282 254 CS 210 567

Nolan, Jack

Effects of Cuing of Familiar and Unfamiliar Acronyms and Need for Cognition on Recognition: An Experiment to Suggest Newspaper Style Guidelines.

PUB DATE- Aug 87

NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Abbreviations; *Context Clues; Higher Education; Journalism; Media Research; *Newspapers; News Writing; *Prior Learning; *Reader Response; *Reading Comprehension; Reading Processes; Word Recognition

A study explored the effects of both prior knowledge of acronyms and their form of presentation (cued or uncued) on reader recognition of acronym meaning. Among the hypotheses tested were that (1) a reader presented with an acronym ranked as familiar is more likely to recognize that acronym than one ranked unfamiliar, and (2) that a reader presented with an acronym that is cued (i.e., the acronym appears in parentheses after the use of the words it represents) is more likely to recognize that word on subsequent presentations than a reader of an uncued acronym. Subjects were 125 undergraduates enrolled in a writing for the mass media class at the University of Florida. They were given five news stories of approximately 250 words each--one being a control story. Each of the four experimental stories was identical except for the acronyms used and the way the acronyms were presented. Two dimensions of recognition were measured--recall and meaning assignment--using a 24-item scale. Results indicated that for acronyms at the extreme ends of the familiarity spectrum, cuing readers to the meaning is not an important factor in whether they will recognize those acronyms. In addition, of readers who said they had difficulty with the presented stories, those who were presented with unfamiliar acronyms--whether cued or uncued--had significantly lower recognition scores than those who were presented with familiar acronyms. Results suggest that unless an acronym was already in a reader's lexicon, the reader had difficulty recognizing it. (A table of results and the five stories are appended. Fourteen references are included.) (AEW)

DOCUMENT RESUME

ED 282 268 CS 505 615

Donohue, Thomas R.; And Others
The Role of Mass Media and Interpersonal Sources in the Formulation of Legislative Policy.
PUB DATE- May 86
NOTE- 16p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986). Document is set in small type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Credibility; Energy Conservation; *Information Sources; *Interpersonal Communication; Leadership Styles; Lobbying; *Mass Media; Media Research; *Political Influences; Political Issues; State Legislation
IDENTIFIERS- Energy Consumption; *Kentucky; Media Bias; Media Role; Media Use; *State Legislatures

A study examined the attitudes of legislators toward issues facing the Commonwealth of Kentucky, to determine (1) if there were differences in legislators' perception of the usefulness of mass media and interpersonal sources for information, (2) if there was a greater evidence of mass media usage among legislators who can be considered opinion leaders, (3) if legislators held strong opinions about the existence of bias in their sources, (4) if legislators displayed any particular leadership styles, and (5) if legislators perceived the energy concerns of their constituents. Subjects, 84 members of the Kentucky State Legislature, answered a six-page questionnaire designed to obtain responses to the research questions. Results indicated a very important role for interpersonal information sources such as lobbyists, legislative colleagues, constituents, and the Legislative Research Committee (LRC). Findings also indicated that there are some perceptual differences among legislators regarding the usefulness and bias of information sources. Those who become "opinion leaders" are less, rather than more, likely to use mass media sources for decision making. Results also suggested that legislators appear not to prefer all mass media sources or all interpersonal sources, but to judge each source on its own merit and lack of bias. With regard to

leadership or management styles, party-adhering types appeared to be a common phenomenon. Finally, legislators ranked energy as being of less concern to their constituents than seven other issues. (References and four tables of data are appended.) (NKA)

DOCUMENT RESUME

ED 282 281 EA 019 320

Wood, R. Craig, Ed.
Principles of School Business Management.
Association of School Business Officials International, Reston, VA.
REPORT NO.- ISBN-0-910170-46-0
PUB DATE- 86
NOTE- 669p.; For individual chapters, see EA 019 321-344.
AVAILABLE FROM- Publication Sales, Association of School Business Officials, 1760 Reston Avenue, Suite 411, Reston, VA 22090 (Stock No. 8605; $39.95).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Bond Issues; Budgeting; Collective Bargaining; Court Litigation; Decision Making; Declining Enrollment; *Educational Administration; Educational Facilities Planning; *Educational Finance; Educational Planning; Elementary Secondary Education; Food Service; Futures (of Society); Insurance; Management Information Systems; Money Management; Organizational Theories; Personnel Management; Politics of Education; Purchasing; Reduction in Force; Risk; School Accounting; *School Business Officials; School Closing; School Desegregation; School Districts; *School Law; Student Transportation

This textbook of 24 chapters provides administrators and students with information on the role, activities, and responsibilities of the school business administrator. The independently authored chapters are titled as follows: (1) "Introduction to School Business Management" (F. Mike Miles); (2) "Legal Context of the Public School District" (Paul W. Thurston); (3) "Theories of Modern Management" (W. Hal Knight); (4) "Taxation for Education" (Thomas H. Jones); (5) "Educational Accounting Procedures" (Sam B. Tidwell); (6) "Educational Budget Preparation: Fiscal and Political Considerations" (Ellen Kehoe); (7) "Quantitative Decision Making" (Grover H. Baldwin); (8) "Management Information Systems in Educational Organizations" (Frederick L. Dembowski); (9) "School District Financial Management and Banking" (Frederick L. Dembowski and Robert D. Davey); (10) "Planning and the School Business Office" (A. P. Johnston and Kenneth Hood); (11) "The Personnel Function: Practitioners, Practices and Participants" (Donald L. Robson); (12) "Legal and Managerial Aspects of Collective Negotiations" (Thomas N. Jones and Grover H. Baldwin); (13) "Risk Management" (L. Nathan Randal); (14) "Foodservices at School" (Dorothy Van Egmond-Pannell); (15) "Public School Transportation: State Aid and Current Issues" (Patricia Anthony and Deborah Inman); (16) "School Desegregation and Student Busing" (Richard A. King); (17) "Legal Liabilities of Administrators" (Julie Underwood); (18) "School District Purchasing" (Joseph L. Natale); (19) "Fiscal Equity Challenges" (Richard G. Salmon, Mary Jane Connelly, and M. David Alexander); (20) "Reduction in Force" (R. Craig Wood); (21) "Capital Outlay and Bonding" (R. Craig Wood); (22) "School Closings" (R. Craig Wood and Wayne M. Worner); (23) "Facility Planning and Management" (Glen I. Earthman); and (24) "The Political Economy of Education Finance: Legacies of Largess Lumbering toward an Uncertain Future" (Maureen W. McClure). Each chapter provides endnotes citing the reference sources used. The book also contains a preface by the executive editor, brief profiles of the editor and the authors, and a three-part index to personal names, subjects, and court cases referred to in the text. (PGD)

DOCUMENT RESUME

ED 282 295 EA 019 334

Van Egmond-Pannell, Dorothy
Foodservices at School.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 34p.; Chapter 14 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Federal Legislation; Federal Regulation; *Food Service; Food Standards; *Lunch Programs School Business Officials

This chapter of "Principles of School Business Management" provide an overview of the history, regulation, and administration of school lunch programs and related food services. The historical review discusses factors prompting federal intervention in food programs for school children and cites legislation mandating funding. The chapter then describes federal regulations related to the National School Lunch and Child Nutrition programs that appear likely to remain in effect during coming years. These regulations include basic program requirements and characteristics as well as regulations regarding the foods served. The organization of a district's food service is considered next; the chapter addresses organizational goals, types of management systems, onsite and satellite food preparation systems, a la carte and snack programs, and staffing. The management of the program's schedule, personnel, purchasing, and equipment is discussed next, followed by comments on the financial management of the program. Eight tables display typical organizational structures, staffing guides, food storage information, federal reimbursement levels for 1986-87, a formula for determining monthly food costs, and a sample inventory control form. Sixteen resources are cited. Appendices provide food service job descriptions and a sample performance evaluation report. (PGD)

DOCUMENT RESUME

ED 282 309 EA 019 390

Goertz, Margaret E.; And Others
School Districts' Allocation of Chapter 1 Resources.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 23 Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
CONTRACT- 400-85-1030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Compensatory Education; *Economically Disadvantaged; Educational Equity (Finance); *Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; *Poverty Areas; *Resource Allocation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Chapter 1 of the Education Consolidation and Improvement Act provides local school districts with federal funds to meet the special needs of educationally deprived children in high poverty areas. Because federal regulations provide little guidance for allocating Chapter 1 resources within the districts, distribution formulas vary and so do the type and level of services provided to participating schools and students. This paper addresses three major research questions concerned with the above issue, summarizes methodology (a multiple case study approach), and discusses implications for federal policymakers. As expected, the 17 districts sampled (ranging in size from 2,000 to 300,000 students) concentrated resources differently and also had varying objectives concerning appropriate scope, intensity, and design of Chapter 1 instructional programs. Only one district actually used poverty as a primary allocation criterion. Other variations and possible explanations are discussed at length. Findings provide four lessons for policymakers: (1) variations in program intensity are partly due to design differences; (2) state and local compensatory education influenced Chapter 1 allocations; (3) few districts achieved equitable distribution of Chapter 1 resources across participating schools; and (4) districts face program tradeoffs if

Chapter 1 funds are reduced. Included are eight endnotes and nine references. (MLH)

DOCUMENT RESUME

ED 282 322 EA 019 417

Feld, Marcia Marker
Education Planning for a Post-Industrial Society: A Comprehensive Community-Based Approach to Planning for School Systems. Working Paper.
PUB DATE- 20 Nov 86
NOTE- 47p.; Paper presented at the Edusystems 2000 International Congress on Educational Facilities, Values, and Content (Jerusalem, Israel, November 16-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Planning; *Educational Facilities Planning; *Educational Planning; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Long Range Planning; *School Community Relationship; Technological Advancement; *Urban Planning
IDENTIFIERS- *Connecticut (Stamford)

Instead of occurring in a vacuum, educational planning should use strategic, priority-driven approach that articulates the interactions between the community and the schools. Such planning requires understanding of the community context and goals and values for public schools. This working paper attempts to apply urban planning methods to educational long-range planning. The first part explains an innovative approach synthesizing 20 years of prior studies by presenting the conceptual framework, diagramming its components, and indicating the flow of the planning and policy-making process. The planning process depends heavily on contributions from three groups: (1) an interdisciplinary team to assess contextual and policy variables and forecast community outlook; (2) a management team of teachers and administrators to meet with the interdisciplinary team; and (3) community participation through a broad-based citizens' advisory group. Various developmental stages are outlined. The second part provides a case illustration using Stamford, Connecticut, a community experiencing numerous demographic, economic, and land use changes during the past 35 years. Numerous exhibits and a list of the author's planning and public policy reports are appended. (MLH)

DOCUMENT RESUME

ED 282 335 EA 019 433

O'Neal, Donna H.; And Others
Improving School Climate. Monographs in Education, No. 3, Spring 1987.
Georgia Univ., Athens. Bureau of Educational Services.
PUB DATE- 87
NOTE- 72p.
AVAILABLE FROM- Publication Sales, Bureau of Educational Services, G-9 Aderhold Hall, College of Education, University of Georgia, Athens, GA 30602 ($6.50; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Classroom Environment; Cooperation; *Diagnostic Tests; *Educational Environment; Elementary Secondary Education; *Morale; *Productivity; *School Effectiveness; Student Behavior; Teamwork
IDENTIFIERS- *Effective Schools Research; Georgia; *Satisfaction

Several research studies indicate that an enriched school climate contributes to increased productivity and satisfaction as evidenced by higher academic achievement, better student behavior, and improved student and staff morale. This monograph aims to provide a conceptual definition and overview of the variables comprising school climate and to provide a model for climate improvement. After an introductory first chapter, chapter 2 includes a selective literature review focused on effective schools research. Chapter 3 defines climate as the combination of eight variables: (1) clear school mission, (2) safe and well-ordered learning environment, (3) expectations for success, (4) high morale, (5) effective instructional leadership, (6) quality classroom instruction, (7) monitoring of student progress, and (8) positive home-school relations. Chapter 4 presents the Diagnostic Inventory for School Climate and the Diagnostic Inventory for School System Climate, with explanations of scoring procedures and profile development. The next chapter provides a detailed process for planning school climate improvement, while the final chapter summarizes the monograph. Changing school climate is seen as a difficult task, with benefits well worth the careful analysis and coordinated planning efforts required. References appear at the end of most chapters and several appendices detailing the diagnostic inventories are included. (MLH)

DOCUMENT RESUME

ED 282 349 EA 019 453

Scott, James
Communicable Diseases in the Schools. ERIC Digest, Number Sixteen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
CONTRACT- OERI-R-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Responsibility; *Communicable Diseases; Disease Control; Elementary Secondary Education; *Legal Responsibility; Public Health
IDENTIFIERS- *Acquired Immune Deficiency Syndrome; Education for All Handicapped Children Act; ERIC Digests

Parents fear the possible exposure of their children to Acquired Immune Deficiency Syndrome (AIDS) and herpes in the classroom. Yet infected children cannot simply be kept out of school; under the Education for All Handicapped Children Act, "handicapped" children must be accorded the same educational opportunities, in the same environment, as those provided to those who are not handicapped. Further, administrators can be sued both for excluding infected children from the classroom and for keeping them in school. Certain procedures should be followed when dealing with afflicted students. The tentative guidelines include a decision by health personnel, school personnel, and parents regarding the issue of whether the student should remain in school, and, if not, the child should receive an alternative education from school volunteers. Finally, sanitary measures should be taken to prevent the spread of communicable diseases in the classroom. (RG)

ED 281 977 CE 046 029

Eggar, Rosey
What about a Play?
Adult Literacy and Basic Skills Unit, London (England).
PUB DATE- 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Classroom Techniques; Dialogs (Literary); *Dramatics; Foreign Countries; Listening Skills; *Literacy Education; *Playwriting; *Reading Instruction; Scripts; Skits; Teaching Methods; *Writing Instruction

Reading and writing plays can be a good way to learn reading, listening, and writing skills. This paper contains suggestions for using plays in adult literacy courses. Ideas are given for reading and writing plays, including developing a plot and characters, drafting a script, and editing and finalizing a script. Various methods of transcribing the play (tape recorder, overhead projector transparency, scribe) are suggested; advantages and disadvantages are discussed. (KC)

ED 281 992 CE 047 062

Women's Path to Management in the Hotel and Catering Industry.
Hotel and Catering Training Board, Wembley (England).
REPORT NO.- ISBN-0-7033-0067-9
PUB DATE- May 84
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Needs; Educational Opportunities; Employment Level; Employment Opportunities; Employment Patterns; Equal Opportunities (Jobs); *Females; *Food Service; Foreign Countries; *Hospitality Occupations; *Managerial Occupations; Postsecondary Education; *Promotion (Occupational); Salary Wage Differentials; Secondary Education; Sex Bias; Sex Stereotypes
IDENTIFIERS- *Caterers; *United Kingdom

A study examined the employment patterns of women working in the United Kingdom's hotel and catering industry and the opportunities for vocational education that would lead to careers in management. Sixty-four women from different sectors of the industry were interviewed (including women in senior and middle management and some still looking to be promoted into management positions). A smaller but comparable sample of 13 men were also interviewed to examine their attitudes as selectors, colleagues, and competitors of the women interviewed. The women turned out to be less likely than men to plan their career. Unlike the men, the women were content to allow the steps in their career progression to unfold, taking advantage of opportunities as they materialized rather than actively seeking to create the opportunities they needed. The traditions of the hotel and catering industry were also against them, especially the tradition of working up to management from a craft position. Current trends toward replacing these traditional routes to management by allowing people with higher diplomas and degrees in catering to enter the management sector still leave women to contend with the obstacles of an industry that has a legacy of male domination. Differences in the types of training typically received by women also tended to direct them toward senior staff rather than management positions. It was more typical, for example, to see women promoted to senior personnel positions rather than to positions as food or beverage managers. (The 10-page survey instrument is included.) Career histories are presented of 12 of the women and men interviewed. (The questionnaire is included.) (MN)

ED 282 020 CE 047 113

Prickett, Charlotte
Masonry Curriculum.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Sep 85
NOTE- 209p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; Building Trades; *Competence; Competency Based Education; *Construction (Process); Construction Materials; *Entry Workers; Hand Tools; *Job Skills; *Masonry; Postsecondary Education; Secondary Education; State Curriculum Guides; Vocational Education
IDENTIFIERS- Arizona

This curriculum guide, written at the Arizona Vocational Educator's Curriculum Academy during July and August, 1985, was developed to complement the Arizona validated competency lists for construction trades. The writing team included tradespeople, secondary vocational educators, community college vocational instructors, and university professors of construction technology programs. This guide lists 20 competencies to be mastered by entry-level masons. For each competency, various tasks with their standard of performance, conditions for performance, source of the standard, and a performance guide are provided. A reference list and matrix of masonry competencies are included. These materials are intended to assist teachers in secondary and postsecondary vocational programs in developing a course of study, structuring learning sequences, determining standards of performance, and locating resources. (KC)

ED 282 061 CE 047 275

Riccio, James; And Others
Virginia Employment Services Program. Final Report.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Virginia State Dept. of Social Services, Richmond.
PUB DATE- Aug 86
NOTE- 298p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Career Education; *Cost Effectiveness; Demonstration Programs; Economically Disadvantaged; *Employment Services; Federal Legislation; Federal Programs; Federal State Relationship; *Job Search Methods; *Participation; *Program Effectiveness; Program Evaluation; State Programs; Statewide Planning; *Welfare Recipients
IDENTIFIERS- Impact Studies; *Virginia; Work Incentive Program

This report updates the interim Virginia Employment Services Program (ESP) participation patterns and examines program success in mandating job search participation. Following an introductory chapter, chapter 2 discusses research design, sample, and data sources. (The sample contained 1,287 Work Incentive Program applicants and 1,897 recipients.) Chapter 3 discusses the nature of ESP activities and extent of enrollee participation. It analyzes cumulative participation patterns, presents a detailed assessment of program success in reaching its targeted caseload, describes activities in which enrollees participated, considers participation of important subgroups within the target population, and examines participation patterns over time. Chapter 4 describes short- and longer-term impacts. It shows modest gains in employment for the experimental group in the short run and employment impacts for the full sample almost entirely from stronger gains for applicants, not recipients. Applicants in particular show longer-term program effects that continue the story of the full sample's short-term gains. Chapter 5 analyzes ESP costs and benefits. It indicates that ESP enrollees, and applicants in particular, had increased earnings that exceeded their increased tax payments as well as their losses in welfare and in payments from other transfer programs. Benefits to the government budget are also shown. Supplementary tables are appended. (YLB)

ED 282 075   CE 047 327

Harvey, Dexter; Cap, Orest
Elderly Service Workers' Training Project. Block B: Cultural Gerontology. Module B.2.1: Communication and Adjustment.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 87
NOTE- 38p.; For related documents, see ED 273 809-819 and CE 047 321-333.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adjustment (to Environment); Aging (Individuals); Client Characteristics (Human Services); *Counselor Training; *Cross Cultural Training; Cultural Education; *Death; Disabilities; Ethnic Groups; Foreign Countries; German; Gerontology; Human Services; *Interpersonal Communication; Interpersonal Competence; Learning Modules; Older Adults; Postsecondary Education
IDENTIFIERS- *German Canadians; *Manitoba

This learning module, which is part of a three-block series intended to help human service workers develop the skills necessary to solve the problems encountered in their daily contact with elderly clients of different cultural backgrounds, deals with communication and adjustment from the standpoint of the special cultural background of German-speaking Canadians. The first two sections deal with the effect that cultural background has on the outlook and behavior of older German-speaking adults and outline the module's general objectives. The following topics are discussed in the next four sections: verbal and nonverbal communication practices and difficulties that are especially common among German-speaking Canadians, the cultural behavior of people who must adjust to disability, the cultural behaviors surrounding reaction and adjustment to a change in living environment, and the cultural behaviors surrounding death and dying. Ways in which human services workers can help German-speaking Canadians adjust to a disability or change in living environment are described. A list of selected readings and descriptions of two pertinent films are appended. (MN)

ED 282 103 CE 047 378

Why Not Me? Women in Non-Traditional Jobs. The WorkForce Series for Small Businesses.
National Child Labor Committee, New York, N.Y.
PUB DATE- 84
NOTE- 29p.; For other guides in series, see CE 047 376-380.
AVAILABLE FROM- National Child Labor Committee, 1501 Broadway, Suite 1111, New York, NY 10036 ($3.00; set--$15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Affirmative Action; Case Studies; Compliance (Legal); Employer Employee Relationship; Employment Problems; *Entry Workers; Equal Opportunities (Jobs); Equal Protection; *Females; Labor Legislation; Management Development; *Nontraditional Occupations; *Personnel Management; Personnel Selection; *Sex Discrimination; Sex Stereotypes; Sexual Harassment; *Small Businesses

This guide presents ideas for dealing with women in nontraditional jobs for managers who work with young, entry-level workers in small businesses. The guide is designed to help managers (1) develop strategies to help them deal with workers' attitudes toward women in nontraditional jobs; (2) reduce adjustment problems; (3) build a cooperative, productive team of workers; and (4) solve problems of sex discrimination. The guide uses case studies to illustrate the techniques and ideas that are discussed. Key points are summarized at the end of the booklet, and a review quiz with answers is provided. A list of suggested resources completes the guide. (KC)

ED 282 118 CG 019 882

Carducci, Bernardo J.
Affective and Attributional Reactions to Sexual Harassment as Determined by Outcome.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Measures; *Attribution Theory; College Students; *Emotional Response; Higher Education; *Physical Health; *Sex Differences; *Sexual Harassment; Victims of Crime

In research on media depiction of violence against women, two variables that have been identified as important in predicting affective and attributional responses are the sex of the subject and the victim's affective reaction to the outcome of sexual aggression. In most previous research the act of sexual aggression has involved rape. In this study, 54 male and 111 female college students read a brief scenario describing an incident of sexual harassment in which the female victim experienced a positive or negative affective or physical outcome. The subjects' affective and attributional reactions were assessed by their responses to a series of 11-point scales. The results indicated that the positive affective outcome resulted in more responsibility being attributed to the victim while a negative physical outcome resulted in more control being attributed to the harasser. A negative physical outcome resulted in the most unpleasant affective reactions experienced by subjects and the greatest willingness to report such incidents to others. (Author/NB)

ED 282 132 CG 019 897

Hemenway, Callista Lee
Teen Pregnancy Prevention: Grassroots Efforts in Orange County.
PUB DATE- 26 Apr 87
NOTE- 5p.; Paper was presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Community Education; *Early Parenthood; Parent Child Relationship; *Parent Participation; *Pregnancy; *Sex Education; Sexuality
IDENTIFIERS- California (Orange County); *Coalition Concerned with Adolescent Pregnancy

In 1979, a March of Dimes task force investigation in Orange County, California found a direct correlation between the rising number of low birth weight babies and the rising number of births to teens. Sparked by this investigation, the Coalition Concerned with Adolescent Pregnancy (CCAP), an independent non-profit agency, was formed. CCAP's community education and networking strategies include a multidimensional approach involving youth, parents, and youth-serving professionals from clergy to community clinics. Unique programs in the Hispanic community have been successful in encouraging parental involvement with the sexuality education of their children. Successful parent education programs in the Anglo community have stressed the importance of family communication about sexuality and healthy growth and development. Topics stressed in educational presentations to adolescents include sexual decision-making skills, values and goals clarification, communication skills, sexuality and sex roles, the impact of the media on sexual values and beliefs, and the consequences of teenage pregnancy. These topics were chosen to complement the basic education teenagers receive in human reproduction issues. The underlying assumption is that adolescents who receive a broad knowledge base about human sexuality and relationships along with life planning skills, encouragement to save sex for later, and community support in accessing needed services (from job training to birth control) will be able to avoid the problems of teenage pregnancy and too-early childbearing. (NB)

ED 282 146 CG 019 913

Nenortas, Gint
Implementation of a Program to Reduce Stress in Middle School Alternative Education Students. Practicum Report.
PUB DATE- 86
NOTE- 49p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adolescents; Antisocial Behavior; *Behavior Change; *Biofeedback; Class Activities; Intermediate Grades; Junior High Schools; *Middle Schools; *Nontraditional Education; Program Effectiveness; *Relaxation Training; Stress Management; Student Problems

Students who are involved in middle school alternative education programs are often labeled as severely disruptive. They have a history of physical violence, abusive language, truancy, and sometimes police arrests and juvenile detention records. These students need to learn how to deal with stress-producing events in a more socially acceptable manner. A study was conducted to examine the feasibility and effects of implementing relaxation training with middle school alternative students (N=8) in the classroom setting, and to determine the validity and reliability of using biofeedback. The relaxation training program was implemented for 3 months. Target behaviors were tallied for the final 2 weeks of the program and were compared to behaviors tallied in the first 2 weeks of the program. An analysis of the results revealed that relaxation training could be successfully implemented in an alternative classroom with limited teacher training and classroom disruption. Comparison of pre- and post-treatment behaviors revealed a 20% decrease in absenteeism, an 80% decrease in students walking out of class, and an 81% reduction in the use of profanity. There were no fights or referrals written during the last 2 weeks of implementation. The biofeedback instruments proved to be valid and reliable measures of the relaxation state. These findings suggest that relaxation training can be beneficial to adolescents and can be implemented in the regular school curriculum. (NB)

ED 282 161 CG 019 929

Leach, Mark M; Stoltenberg, Cal D.

Affect and Persuasion: Effects on Motivation for Information Processing.

PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Attitude Change; *Cognitive Processes; College Students; *Congruence (Psychology); Higher Education; *Persuasive Discourse
IDENTIFIERS- *Moods

The relationship between mood and information processing, particularly when reviewing the Elaboration Likelihood Model of persuasion, lacks conclusive evidence. This study was designed to investigate the hypothesis that information processing would be greater for mood-topic congruence than non mood-topic congruence. Undergraduate students (N=216) were induced with either a dysphoric, neutral, or elated mood condition and given either a strong or weak counterattitudinal appeal supporting senior comprehensive examinations. Depending on condition, subjects were informed that the examinatiions would be implemented either within 6 months (high personal relevance) or within 10 years (low personal relevance). A 2 x 2 x 2 Analysis of Variance and the Ryan-Einot-Gabriel-Welsch-Q individual comparisons method were used for group and cell comparisons. The results showed that dysphoric subjects elicited more favorable attitudes under the strong argument condition than did subjects within the elated condition. Dysphoric subjects therefore engaged in more effortful processing than did elated subjects. Personal relevance appeared to have no significant effect in either affective condition. In the neutral mood condition with high personal relevance, more favorable attitudes toward the message occurred within the strong argument condition than within the weak argument condition. Little significant message scrutiny occurred in the low relevance conditions. Overall results suggest that mood-topic congruence elicits more diligent processing of a counterattitudinal appeal. (Author)

Feldmann, Shirley C.; Fish, Marian C.
Reading Comprehension of High School Students on Print vs. Microcomputer-Generated Text.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Computer Assisted Instruction; High Schools; Junior High Schools; *Media Adaptation; *Media Selection; Microcomputers; *Reader Text Relationship; Reading Ability; Reading Attitudes; *Reading Comprehension; Reading Research; Screens (Displays); Sex Differences

A study examined the relative comprehension difficulty and the influence of reader and text characteristics on reading comprehension for texts presented in traditional print or on the microcomputer screen. Two urban samples of mixed ethnicity were used, 95 low reading level high school students (grades 9 through 12) and 112 high ability eighth grade students. Students read two types of text: (1) text that disseminated information and required recall or inferences and (2) text requiring written responses to specific directions. Each subject read one type of text passage presented either on paper or on microcomputer screen. Students also completed a questionnaire that measured their interest in and experience with the type of reading tasks they performed and elicited their subjective evaluations of the text. In the high ability eighth grade sample, results for media and reader characteristics (interest and experience) showed no significant differences for any variable. In the high school sample, however, the microcomputer group fared significantly better than the print group on comprehension, and males using microcomputers comprehended better than females on the direction following task. In both media, strong readers found the texts easier to read and found it easier to go from the reading passages to their answer sheets than did weak readers. Most microcomputer users reported no difficulties in keeping their places on the computer screen, but a quarter said that the screen hurt their eyes. These results support presentation of curriculum materials in either medium. (SKC)

ED 282 201 CS 210 406

English Graded Course of Study, Grades 7-12.
Cincinnati Public Schools, Ohio. Dept. of Curriculum and Instruction.
PUB DATE- 86
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Curriculum Design; *Educational Objectives; *English Curriculum; *English Instruction; Evaluation Methods; Literature Appreciation; Program Descriptions; Program Guides; Reading Instruction; Secondary Education; Secondary School Curriculum; Speech Communication; Speech Instruction; Student Evaluation; Writing Instruction
IDENTIFIERS- *Cincinnati Public Schools OH

Designed to provide a mastery or core program in English required for all students from grades 7 through 12 in the Cincinnati Public Schools, this guide represents a compilation of the structured segments of three separate graded courses of study: writing, oral communication/media, and reading/literature. Following an introduction, the guide presents a brief mission statement from the Cincinnati Public Schools and a program philosophy, followed by the English program goals. The next two sections outline expectations for secondary school English classrooms, as well as expectations by grade level. The most extensive section details scope and sequence objectives for each grade. Succeeding sections address evaluation procedures and the purposes of student assessment. A bibliography is also included. (NKA)

ED 282 216 CS 210 487

Cosgrove, Cornelius
The Writing Activities of Two-Year College Graduates: Implications for Writing Programs.
PUB DATE- 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Writing; Course Content; *Curriculum Development; Education Work Relationship; Higher Education; Student Attitudes; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Writing (Composition); *Writing Instruction; Writing Research; *Writing Skills

Noting that two-year college students view writing instruction with suspicion because they do not perceive a tangible link between developing writing skills and their post-graduate activities, a survey was conducted to distinguish between the functions and forms of graduates' writing and to explore writing performed in contexts other than work. Subjects were 600 graduates of either a large, public, three-campus community college or a small, religious affiliated single-campus institution, both in the Buffalo, New York, area. The survey probed respondents' perceptions of the nature and frequency of their writing and was developed in three formats: one each for on-the-job writing, educational writing, and at-home writing. Only one format of the survey was sent to each third of the sample, so that respondents would not confuse writing activities in one context with those in another. Results suggested that graduates perform a variety of writing activities in all three contexts studied. The data supported the hypothesis that writing is a pervasive life activity. There is evidence that many writing activities differ significantly in frequency depending on the context. The results also suggested that preparing students for the kind of writing performed at work, in school, and at home--regardless of their major programs--seems logical. More than four out of five graduates reporting on their academic writing cited educational experience as most helpful. (AEW)

ED 282 242 CS 210 545

Fedler, Fred; Davis, Bob
Public Often Mistaken about the Media and U. S. Journalists.
PUB DATE- 2 Aug 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Journalism; *Knowledge Level; Mass Media Effects; Media Research; *News Media; *Newspapers; Ownership; *Public Opinion; Sociocultural Patterns
IDENTIFIERS- *Journalists

Adults in 309 households in the Orlando, Florida, area were surveyed by telephone in a study that investigated the public's perceptions about journalists and the media. The subjects were asked 20 questions that elicited their knowledge about ownership of daily newspapers, including the name of the owner of the local daily, as well as their opinions about journalists' ages, educations, salaries, family backgrounds, and political and religious beliefs. Other questions dealt with journalists' performances, other trends in the field, and respondents' attitudes toward the media. Findings indicated that a majority of the respondents realized that most journalists come from middle-class families, have a college degree, and are well educated. Large numbers indicated that they knew that journalists tend to be liberal and mobile, but also thought (erroneously) that journalists' religious beliefs are similar to those of other Americans, and that journalists are about the same age as workers in other professions. The public also thought that journalists earn higher salaries than they do. Respondents knew that most newspapers are owned by large corporations, but only 18.8% knew the name of the owner of the local daily, and only 37.6% realized that newspapers enjoy more freedom from government regulations than other media. Respondents thought that journalists are becoming more professional, but are not particularly honest while writing about political campaigns. Only 53% interviewed indicated that they would want their children to become journalists. (Tables of data, 17 footnotes, and the survey instrument are appended.) (NKA)

ED 282 296 EA 019 335

Anthony, Patricia; Inman, Deborah
Public School Transportation: State Aid and Current Issues.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 32p.; Chapter 15 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Disabilities; Educational Administration; Elementary Secondary Education; Program Costs; *Public Schools; Restraints (Vehicle Safety); *School Buses; School Safety; State Aid; *Studen Transportation
IDENTIFIERS- State Regulation

This chapter of "Principles of School Business Management" focuses on financing and managing transportation services for average and exceptional students. The chapter opens with a brief overview of the history of the development of transportation services and public responsibility for their provision. Current state funding models used to support pupil transportation are then reviewed. These models include reimbursement for actual or approved district expenditures, budget models, density formulas, fixed unit cost formulas, and the unique plans used by Hawaii and South Carolina. Eligibility requirements for regulating disbursement of state funds are also described. The chapter then turns to the transportation of exceptional students. Costs on a statewide basis, factors affecting costs for district programs, and recommendations for cost efficiency are considered. The management of pupil transportation is the chapter's next topic, with particular attention paid to personnel problems, the use of quality circles for problem-solving, and the use of computers for management purposes. Arguments for and against the use of seat belts in school buses are examined next. The chapter concludes by reviewing several current issues in the field and assessing trends that could affect the future. Six tables are provided, and 85 footnotes cite relevant sources. (PGD)

ED 282 323 EA 019 418

Barrow, Robin
Skill Talk.
PUB DATE- 1 Jun 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ability; *Cognitive Ability; *Creative Thinking; *Critical Thinking; Elementary Secondary Education; Foreign Countries; Interpersonal Competence; *Logical Thinking; Psychomotor Skills; *Skills; *Teacher Evaluation
IDENTIFIERS- Jargon; *Subject Content Knowledge; Syllogisms

This paper questions teacher evaluation based solely on "research based competencies" or "generic teaching skills" divorced from subject content or specific context. Three topics are discussed: (1) the use of the word "skill" in educational discourse; (2) the implications of such usage; and (3) the plausibility of thinking in terms of generic teaching skills and understanding. The word "skill" is often used indiscriminately to describe very different types of skill, including physical, intellectual, perceptual, social, creative, and interpersonal activity. The first section discusses some of the potentially important distinctions obscured by the cavalier use of the word. The relative educational importance of various skills is also questioned. The second section treats the distinction between skill and ability, terms that current usage renders as synonymous. It is particularly dangerous to think of critical thinking skills as physical behaviors perfected by practice and context-free. The third section relates the generic skills issue to teaching, which does not embody routine performance of these skills, but involves helping students respond critically, creatively, and enthusiastically to certain areas of understanding. To that end, a crucial criterion for teacher evaluation is mastery of some worthwhile subject matter. Included are 11 references. (MLH)

ED 282 336 EA 019 434

Dawkins, David
Economics, Politics and Education. Sociology of the School.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0398-1
PUB DATE- 86
NOTE- 143p.
AVAILABLE FROM- Publication Sales, Deakin University Press, Victoria 3217, Australia ($15.50 Australian; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Capitalism; *Educational Change; Educational History; Education Work Relationship; Elementary Secondary Education; Federal Programs; Foreign Countries; *Foundations of Education; Government (Administrative Body); Policy Formation; *Political Influences; *Politics of Education; Social Change; Social Theories; *Socioeconomic Influences; *Theory Practice Relationship
IDENTIFIERS- *Australia; Habermas (Jurgen)

This monograph, one in a series on theory and educational issues in Australia, explores links between education and political and economic structures. Two sections provide an analysis of an education-work program and five readings. The Transition Education Program is described as a government response to the 1979 economic crisis. The policy and conventional economic theories are analyzed in view of Jurgen Habermas' theories of crisis tendencies of advanced capitalism. Habermas' schema is reflected in government's attempt to overcome the "legitimation crisis" by redirecting attention to education. The readings which follow also examine the links between education, economics, and politics. R. E. Young's "The Karmel and Williams Reports as Policy Theories" places the reports on education within theoretical frameworks to reveal assumptive values. B. Bessant and A. D. Spaull, in "The Australian Government and the Schools," detail government financing, attitudes, and politics behind the Karmel report. Economic influences on education since postwar years are discussed by P. Dwyer, B. Wilson, and R. Woock in "Education and Economic Policy." Change is explored within sociological frameworks to understand educational outcomes in L. E. Foster's "Social Policy and Educational Reform." In "The Control and Rationalisation of Schooling," M. Pusey argues that education in the 1980's is dominated by conflict over control. Entries include references; an annotated bibliography is appended. (CJH)

ED 282 350 EA 019 454

Scott, James
Choice in the Public Schools. ERIC Digest, Number Seventeen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
CONTRACT- OERI-R-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Vouchers; Elementary Secondary Education; *Magnet Schools; *Open Enrollment; Parent Rights; Parent School Relationship; Private Schools; *Public Schools; *School Choice
IDENTIFIERS- ERIC Digests; *Minneapolis Public Schools MN; *Work Based Attendance (School Choice)

The three principal choices in primary and secondary education include home schooling, attendance at private schools, and attendance at public schools nearest the home. However, parents feel that more options are necessary, due to the inadequacy of particular public schools or the need for educational programs not offered in public schools. Thus, educators have proposed other programs, such as magnet schools, work-based attendance, and voucher systems. But magnet schools and work-based attendance provide little choice, and some educators fear that voucher systems would result in instability. Another schooling option is the open enrollment policy of the Minneapolis Public Schools, which offers a wide array of programs. This policy is most effective in a district with a large population. (RG)

ED 282 006 CE 047 090

Flanagan, Malcolm; And Others
Career Assessment Instrument Resource Guide. A Manual for Assessing Vocational Special Needs Students.
Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.; Missouri Univ., Columbia. Dept. of Special Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- 86
NOTE- 223p.
AVAILABLE FROM- Materials Development Center, University of Missouri, Columbia, MO 65211 (Order No. SN-34-I: $10.00 plus $2.00 shipping).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Achievement Tests; Aptitude Tests; *Career Planning; Cognitive Tests; Criterion Referenced Tests; Diagnostic Tests; Disabilities; Disadvantaged; Elementary Secondary Education; *Evaluation Methods; Norm Referenced Tests; Occupational Tests; Performance Tests; Prognostic Tests; Scores; Screening Tests; Student Evaluation; Test Reviews; *Test Selection; *Test Use; *Vocational Evaluation
IDENTIFIERS- *Special Needs Students

This manual is intended to assist assessment and teaching personnel in assessing and developing instructional plans for special needs students from early school to independent living and employment. It contains 10 chapters. The following topics are discussed in the first nine chapters: the purpose of career assessment; ethical issues (qualifications, confidentiality, certification); organization of the assessment process (functions, levels, and settings of assessment; procedures for planning the assessment process; personnel responsibilities); selection of assessment instruments (selection guidelines, information collection methods, instruments to assess the whole person); assessment of special populations (mentally retarded, learning disabled, speech- and language-impaired, behaviorally disordered, visually or hearing impaired, physically or health impaired, multiply handicapped, and disadvantaged students); report writing; interpretation of assessment results (interpretation for students, teachers, counselors, resource personnel, parents, community members); use of comprehensive assessment results (program planning, counseling and instructional strategies); and vocational assessment (levels, processes, types of instruments used). The 10th chapter reviews 212 different assessment instruments in the following categories: achievement, adaptive behavior, aptitude, career development, intelligence, interest, learning styles, and work assessment. Each assessment review contains the following: target population, norm groups, purpose, title of subcomponents, types of scores, scoring information, validity, reliability, copyright, publisher, comments, and source of information. A bibliography and list of publishers' addresses are included. (MN)

ED 282 034 CE 047 179

Bradley, John L.
A Competency Based Approach to Development of a Fun & Effective Vocational Student Organization. Teacher's Manual.
Arizona State Dept. of Education, Phoenix.
PUB DATE- Jun 83
NOTE- 30p.; For a related officer's handbook, see CE 047 180.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Lesson Plans; *Organizational Development; *Parliamentary Procedures; Participative Decision Making; Secondary Education; *Student Organizations; *Vocational Education

This manual is designed to help teachers organize vocational student organizations (VSOs) as part of vocational education courses. The manual is based on modern business/industry personnel management theory and practice, using personnel management techniques usually referred to as organizational development. The manual provides teachers with the lesson plans needed to establish a democratic VSO that will function on its own and to establish a VSO structure that will encourage every student to become involved. The first of three sections introduces the manual, provides a rationale for VSOs, and lists competencies that should be achieved by students involved in VSOs. The advisor's role in establishing the student organization is explained in the second section. The final section contains five lesson plans on the following topics: setting VSO goals, mastery of parliamentary procedure, writing the constitution, and election of officers. Each lesson plan consists of an objective and several procedures (lecture, small group activity, reporting and recording, preparation, and student practice). Appendixes contain constitutional forms, nomination petitions, and a guide to parliamentary procedure. (KC)

ED 282 048 CE 047 205

Hunt, Graham
Computer-Aided Instruction.
PUB DATE- May 87
NOTE- 26p.; Paper presented at the Regional Workshop on Technical/Vocational Teacher Training (Chiba City, Japan, May 11-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; *Courseware; Educational Benefits; Evaluation Criteria; Evaluation Methods; Foreign Countries; *Instructional Development; Instructional Effectiveness; Instructional Material Evaluation; Learning Theories; Material Development; Secondary Education; Technical Education; *Vocational Education
IDENTIFIERS- *Asia (Southeast); *Instructional Systems Development

This report discusses the impact of and presents guidelines for developing a computer-aided instructional (CAI) system. The first section discusses CAI in terms of the need for the countries of Asia to increase their economic self-sufficiency. The second section examines various theories on the nature of learning with special attention to the role of teachers in the learning process. The third section, which covers instructional systems development, is divided into two parts. The first part focuses on models of instructional design underlying CAI (the traditional approach of identifying skills and then subskills and the approach typified by information processing models) and on the importance of mission, accomplishment, performances, and criterion abilities. The second part deals with instructional strategies, with particular emphasis on learner control strategies and the sequence of instructional strategy events (specifying competencies, developing the first epitome, sequencing all remaining epitomes, defining prerequisite abilities, identifying strategy components, planning lesson logic, and authoring the lesson). The fourth section discusses authoring languages and systems, outlines measures of authoring productivity (power, ease of use, output), and presents a case study evaluation of the WISE (WICAT's Interactive System of Education) authoring system. The advantages of CAI (increased control, reduced resource requirements, individualization, timelessness and availability, reduced training time, improved job performance, convenience, the computer as a change agent, increased learning satisfaction, and reduced development time) are explained in the fifth section. (MN)

ED 282 089 CE 047 354

Word and Data Processing Curriculum Materials Review, 1984.
Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 83
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Curriculum Evaluation; *Data Processing; *Instructional Material Evaluation; *Instructional Materials; Media Selection; Office Occupations; *Office Occupations Education; Postsecondary Education; Secondary Education; *Word Processing

This review is designed for use by teachers, trainers, and administrative designers of instruction in word and data processing at the secondary, postsecondary, and adult levels. The 76 items included in the review are presented in a format designed to aid in the curriculum decision-making process. Descriptions of the curriculum products are presented on a single page to promote clarity, consistency, and efficiency. The chart format used in the review includes seven sets of related curriculum characteristics: source (title, author, publisher), delivery mode, profile (six graphs depicting the degree of an educational characteristic), operational characteristics (a brief narrative description), suggested prerequisites, administrative data (indication of copyright, cost, grade level, hours required to complete, National Center for Educational Statistics code number, number of pages), and readability. Items are alphabetized by title within two major sections, one for word processing and one for data processing. The name(s) of the author, editor, or product developer are included. Publishers' addresses are available in a listing of curriculum sources in word and data processing at the end of the review. A users' guide precedes the review. (YLB)

ED 282 188 CS 008 828

Ford, Kathleen; Cameron, Catherine Ann
Presentation and Response Modes in Young Children's Detection of Ambiguity.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Jun 86
NOTE- 9p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (47th, Toronto, Ontario, Canada, June 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ambiguity; Cognitive Development; Communication Skills; Grade 1; Grade 2; Grade 3; *Metacognition; Primary Education; *Reading Comprehension; Reading Processes; Reading Research; Reading Skills; Responses; *Young Children
IDENTIFIERS- *Presentation Mode

A study investigated the finding that metacognitive ability and reading level are related, and examined the effects of both presentation and response modes on young children's ability to detect ambiguity in messages. An ambiguity detection test was completed by 74 first grade children (who also completed a reading pretest), 26 second graders, and 20 third graders. Children were randomly assigned to oral or oral-plus-written presentation conditions, and point or verbal response conditions. Nine messages containing three levels of ambiguity were presented, and then the children were asked to choose the geometric shape described by the message. Unambiguous messages had only one correct referent, while partially ambiguous messages referred to two of the four shapes, and ambiguous messages referred to all four shapes. After indicating their responses, the children were asked if they had been told enough so that they could choose just the one shape that the experimenter had been thinking of, and were also asked to specify what further information they required to choose just one. Findings indicated a positive correlation between reading and performance on the ambiguity detection test. Message type, grade level, and response mode had significant effects on ambiguity detection, while mode of presentation did not. Of the first graders who responded correctly to all nine messages, all but four were able to specify what further information was necessary to choose correctly one of the four shapes presented. These findings provide further support for the link between metacognitive awareness and reading development. (A table of data and four references are included.) (NKA)

ED 282 229 CS 210 518

DiPardo, Anne; Freedman, Sarah Warshauer
Historical Overview: Groups in the Writing Classroom. Technical Report No. 4.
California Univ., Berkeley. Center for the Study of Writing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CSW-TR-4
PUB DATE- May 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational History; *Grouping (Instructional Purposes); Interaction; Language Acquisition; Learning Processes; *Peer Groups; Peer Teaching; Teacher Response; Teacher Role; Teaching Methods; *Theory Practice Relationship; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- *Writing Groups

Arguing that the use of peer groups in a writing classroom theoretically supports the goals of the paradigm shift from emphasis on written product to writing process that has occurred in recent years, this paper examines the complexities confronting teachers who attempt to use groups for instructional purposes. Following a brief introduction, the first section of the paper traces the emergence of the use of peer groups in the writing classroom, touching upon the shift from product to process to collaboration and upon research in the area of collaborative and group learning. The second section of the paper discusses how language learning theory supports group work. In particular, this section examines the social context of schools and theories of language learning and the various features of collaboration. The third section looks at research on peer response, and the final section discusses future research directions. A five-page list of references concludes the paper. (FL)

ED 282 255 CS 210 570

Crisp, Sally Chandler
"Aerobic" Writing: A Writing Practice Model.
PUB DATE- Oct 86
NOTE- 11p.; Paper presented at the Meeting of the Midwest Writing Centers Conference (Overland Park, KS, October 24-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Expository Writing; Higher Education; Revision (Written Composition); Teaching Methods; Writing Apprehension; *Writing Exercises; *Writing Improvement; *Writing Instruction; Writing Laboratories; *Writing Processes

"Aerobic writing" is a writing center strategy designed to keep students in writing "shape." Like aerobic exercise, aerobic writing is sustained for a certain length of time and done on a regular basis at prescribed time intervals. The program requires students to write at least two times a week for approximately an hour each time. Students write, save what they have written, date it, and submit the work when they have accumulated eight to ten pieces. The teacher does not critique the work initially, but comments only on positive aspects of the paper or asks questions about the content. The idea is not to discourage the students with citations of structural errors, but to encourage the students to continue. After the students have submitted two batches, the teacher selects one or two promising pieces for each writer to expand, revise, and polish. The practice writing sessions are suspended while the students revise. During the course of a term, each student produces 30 to 40 pieces of writing, ranging from one to three pages. The teacher will conduct three to five conferences with each student as the term progresses. This aerobic strategy works particularly well with writing apprehensive students, since it builds confidence and, like any form of exercise, produces greater proficiency. (AEW)

ED 282 269 CS 505 617

Novak, Glenn D.
Humor in the Films of Alfred Hitchcock.

PUB DATE- Nov 86
NOTE- 16p.; Paper presented at the Meeting of the International Conference on Wit and Humor in Literature and the Visual Arts (Atlanta, GA, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auteurism; Film Criticism; Films; *Film Study; *Humor; Literary Styles; Media Research; *Popular Culture
IDENTIFIERS- Audience Awareness; Audience Response; Film Genres; Film Theory; *Hitchcock (Alfred)

Although usually considered the "master of suspense," Alfred Hitchcock relished working humor into his films, frequently juxtaposing it against scenes of utter gruesomeness. This placement of comic elements--comic relief--in an otherwise serious murder mystery or suspense thriller became a Hitchcock trademark early in his career. Hitchcock's humor generally appeared in four different ways: (1) the famous cameos of himself, designed as a brief amusement for the audience (he appeared in 36 out of 53 films); (2) humor derived from exaggeration, stereotyping, or caricature; (3) humor involving sexual innuendo; and (4) true "black" or macabre humor that results from the juxtaposition of the horrible or dangerous with the absurd or mundane. He treated the stereotypes of the staid, reserved Englishman and the vaguely villainous, culturally pretentious German in "The Man Who Knew Too Much," while "The Lady Vanishes," "The Thirty-Nine Steps," and "Rear Window" are all touched with the humor of sexual innuendo. The macabre appears in "Rear Window," in the guise of a discussion about dismembering a corpse, and in "The Trouble with Harry," in the guise of a corpse that will not stay buried. While it would be incorrect to state that Hitchcock's movies are comedies or that their popularity is due primarily to their comic elements, it is these humorous and outrageous scenes that help make his films distinctly "Hitchcock."

(NKA)

ED 282 310 EA 019 391

Robinson, Norman; Wood, Marilyn
Why School Board Members Choose to Seek or Not Seek Re-election: A Test of Political Efficacy and Trust Theory.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Boards of Education; *Decision Making; *Elections; Elementary Secondary Education; Foreign Countries; Governing Boards; Interviews; Leadership; Personality Traits; Political Attitudes; *Political Candidates; Political Influences; *Politics of Education; Power Structure; Role Theory; Trust (Psychology); *Trustees
IDENTIFIERS- *British Columbia

This study of incumbent British Columbia school board members prior to election analyzes relationships between individual members' feelings of political efficacy and trust and their decisions to seek or not seek reelection. The 60 subjects, from 24 districts, represented candidates (those members seeking reelection) and retirees (members not seeking reelection). Subjects' feelings, political experiences, and ambitions were explored in structured interviews. Tables of data and respondents' statements are presented. Conclusions include the following: (1) Members with feelings of high efficacy and trust are likely to be candidates for reelection. (2) Members with feelings of low efficacy and trust are likely to be retirees. These findings support and extend the findings of other studies reviewed for this investigation; however, the situation of incumbents must be seen to differ from that of aspirant candidates because incumbents have previous experience. Service in partisan, conflictual situations politicizes incumbents, and four types of "political gladiators" emerge. "Warriors" enjoy the political life and become the main source of candidates for re-election, whereas "the vanquished," the majority of retirees, leave the scene as defeated persons. Some, however (the "efficacious indifferents") choose to fight in new political fields, and others (the "exhausted deferentials") become tired and leave the task for others. Two pages of references are appended. (CJH)

ED 281 978 CE 046 362

Managing Cooperative Education.
National Child Labor Committee, New York, N.Y.

SPONS. AGENCY- Atlantic Richfield Foundation, New York, NY.; Edna McConnell Clark Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 83
NOTE- 79p.; Document is out of print; photocopy only.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *Cooperative Education; *Educational Administration; *Educational Planning; Instructor Coordinators; *Program Administration; Program Development; Secondary Education; Teacher Role

This manual presents concepts, tools, and techniques that are useful in the management of cooperative education programs at the state department of education, school district, and secondary school levels. Section I is a general discussion of the management role in cooperative education. In section II focus is on the nature of the internal and external environments and the impact of forces in the environment on management. Section III discusses management information, including objectives, techniques, and processes for gathering and using information to guide management activities. Section IV addresses planning to reach cooperative education goals and objectives and controlling to keep activities on course. Section V on human relations addresses working with advisory committee members, school staff, employers, students, parents, and others to achieve cooperative education goals and objectives. Discussion in section VI focuses on directing operations, namely directing activities, scheduling, allocating and using resources, assigning, monitoring, and reporting. Section VII is on evaluation. Concluding each section is a set of questions in each management area, which serves as a checklist to guide management activities and as a basis for self-evaluation. Section VIII is an annotated list of sources of additional information. A force-field analysis is appended. (YLB)

ED 282 104 CE 047 379

Moving Along. Developing Competent Workers. The WorkForce Series for Small Businesses.

National Child Labor Committee, New York, N.Y.

PUB DATE- 84
NOTE- 18p.; For other guides in series, see CE 047 376-380.
AVAILABLE FROM- National Child Labor Committee, 1501 Broadway, Suite 1111, New York, NY 10036 ($3.00; set--$15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; Employer Employee Relationship; Employment Problems; *Entry Workers; Management Development; *Personnel Evaluation; *Personnel Management; *Small Businesses; *Staff Development; *Youth Employment

This guide presents ideas for staff development for managers who work with young or entry-level workers in small businesses. The guide is designed to help managers (1) get new workers to do their jobs well consistently; (2) devise a plan of action that will broaden the worker's job skills; and (3) evaluate the worker's progress to spot problems and improve performance. The guide uses case studies to illustrate the points of worker development strategies. Key points are summarized at the end of the booklet, and a review quiz with answers is provided. A list of suggested resources completes the guide. (KC)

ED 282 282 EA 019 321

Miles, F. Mike
Introduction to School Business Management.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 11p.; Chapter 1 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrator Characteristics; *Administrator Qualifications; Administrator Responsibility; *Administrator Role; Educational History; Elementary Secondary Education; School Administration; *School Business Officials; Standards
IDENTIFIERS- Association of School Business Officials

This chapter of "Principles of School Business Management" reviews the historical development of the school business management process and the role, responsibilities, and training of the administrators assigned to carry out the process. The origins of school management in colonial America and the subsequent growth and increasing complexity of the school management function through the present are noted first. The chapter then explains the role of the school business administrator in terms of his or her place in the administrative organization, the basic principles involved in school business management, the administrator's areas of responsibility, and the required professional preparation and certification. The part played by the Association of School Business Officials in establishing professional standards for school business administrators is noted, and the personal and professional behaviors cited as critical by experts in the field are reviewed. (PGD)

ED 282 021 CE 047 114

Prickett, Charlotte
Plumbing Curriculum.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit,
Phoenix.
PUB DATE- Sep 85
NOTE- 205p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; Building Trades; *Competence; Competency Based Education; *Construction (Process); *Entry Workers; Hand Tools; *Job Skills; *Plumbing; Postsecondary Education; Secondary Education; State Curriculum Guides; Vocational Education
IDENTIFIERS- Arizona

This curriculum guide, written at the Arizona Vocational Educator's Curriculum Academy during July and August, 1985, was developed to complement the Arizona validated competency lists for construction trades. The writing team included tradespeople, secondary vocational educators, community college vocational instructors, and university professors of construction technology programs. This guide lists 12 competencies to be mastered by entry-level plumbers. For each competency, various tasks with their standard of performance, conditions for performance, source of the standard, and a performance guide are provided. These materials are intended to assist teachers in secondary and postsecondary vocational programs in developing a course of study, structuring learning sequences, determining standards of performance, and locating resources. The guide also contains a list of tools for a plumber's basic tool kit, references, and a matrix of plumbing competencies. (KC)

ED 282 119 CG 019 883

Di Pilato, Marina; And Others
Person Perception of Type As and Type Bs: A Round Robin Design.
PUB DATE- Aug 86
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Interpersonal Attraction; Interpersonal Relationship; Males; *Personality Traits; *Social Cognition; Student Attitudes
IDENTIFIERS- *Type A Behavior; *Type B Behavior

Previous research suggesting that there may be some interpersonal characteristics of Type A individuals, such as dominance and forcefulness, that may be less facilitative of meaningful relationships has used subjects who were previously unacquainted with each other. This study investigated the perceptions others have of the interpersonal style and behaviors of Type As and Type Bs in a more natural setting. Fifteen groups of six college males (three Type As, three Type Bs) who were acquainted with each other were asked to rate themselves and the other members of the group on six Type A-related adjectives and other exploratory personality dimensions. The round robin design used in this study permitted a more complete analysis of the factors which affect person perception. It was found that Type As rated both Type As and Type Bs higher on the six Type A-related adjectives, but not on the other adjectives. A reasonable degree of rater accuracy was found despite the presence of a consistent subject response style. Subjects did not, however, rate each other in a highly similar manner. These findings suggest that Type As may view all others as more dominant and forceful than do Type Bs which may negatively affect Type A interpersonal relationships. (Author/NB)

ED 282 202 CS 210 410

Language Arts Curriculum Guide, Grades 7-12.
Spartanburg County School District 7, S.C.
PUB DATE- Aug 85
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Curriculum Guides; *Educational Objectives; High Schools; Junior High Schools; *Language Arts; Literature Appreciation; Speech Skills; *Teaching Methods; Writing Instruction

Intended for language arts teachers at the junior and senior high school level, this curriculum guide provides a framework for literature, language, and composition instruction for grades 7 through 12. Course curricula are presented on four different levels for each grade, and include objectives and prerequisites for literature study, language usage, composition, and related language arts such as library skills and speech communication. Honors curricula for each grade are also included. Appendixes contain a list of textbooks and ancillary materials, a scope and sequence flow chart, and the language arts policy statements for the Spartanburg County, South Carolina, School District. (HTH)

ED 282 297 EA 019 336

King, Richard A.

School Desegregation and Student Busing.

Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 28p.; Chapter 16 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Busing; Desegregation Plans; Educational History; Elementary Secondary Education; Equal Education; Legal Responsibility; Public Policy; Racial Integration; *School Desegregation; School Law; Student Transportation
IDENTIFIERS- Supreme Court

This chapter of "Principles of School Business Management" examines the legal and policy issues associated with racial and ethnic segregation in the schools, including the issues related to forced busing to achieve balance. The chapter first reviews the impact of "Brown v. Board of Education" and subsequent court cases defining the states' and the schools' responsibilities for implementing appropriate desegregation efforts. Arguments and interpretations of the law made by proponents and opponents of busing under forced or free choice conditions are examined. The distinctions between the "de jure" segregation legislated in the South and the "de facto" segregation practiced in the North are clarified and the different remedies considered and mandated by the courts are discussed. The chapter then examines the application of court-ordered remedies in cases involving neighboring districts, whether well established or newly created to impede segregation. The development of government policy on school desegregation and transportation in light of the court's decisions and local and regional responses is described next. The chapter concludes with a review of the essential purposes behind court actions and of the local district factors affecting the acceptability of district decisions. Over 150 footnotes cite court decisions and other relevant references. (PGD)

ED 282 324 EA 019 419

Hill, Franklin
Facility Planning for 21st Century. Technology, Industry, and Education.
PUB DATE- Nov 86
NOTE- 14p.; Paper presented at the Edusystems 2000 International Congress on Educational Facilities--Values & Contents (Jerusalem, Israel, November 16-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Planning; Facility Planning; High Schools; Industry; *Long Range Planning; *School Buildings; *School Business Relationship; *Technological Advancement; Workshops
IDENTIFIERS- *Orange County Public Schools FL

When the Orange County School Board (Orlando, Florida) decided to build a new high school, they recognized Central Florida's high technology emphasis as a special challenge. The new facility needed to meet present instructional demands while being flexible enough to incorporate 21st century technologies. The final result is a new $30 million high school known as the "Educational City of the Future." The board began with a 500-page educational specifications document addressing 24 program areas. Dissatisfied with their visit to 25 other Florida schools, the planning team sponsored a half-day workshop pairing community businesses with specific instructional program areas. Industrial participants included Walt Disney World, Sea World, NASA, General Electric, the Florida Solar Energy Center, WFTV Channel 9, and the Orlando Sentinel Newspaper. Roundtable discussions focused on technological advances in each industry that might challenge and excite children about learning and their future. Experts' recommendations included provisions for a greenhouse, a commercial cooking and baking classroom for exceptional students, a marine biology lab, a robotics and vision systems area, a closed circuit TV area, and a business wing. All 28 recommendations could be accomplished within the construction budget. (MLH)

ED 282 351 EA 019 455

Scott, James
Day Care in Schools. ERIC Digest, Number Eighteen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
CONTRACT- OERI-R-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- After School Programs; *Day Care; *Day Care Centers; Elementary Secondary Education; Employed Parents; Latchkey Children; Legal Responsibility; *School Age Day Care; *School Responsibility
IDENTIFIERS- ERIC Digests

Due to the number of children who are left unsupervised after school, schools are becoming involved in day care. A school may allow a day care center to function on its premises, form a partnership with another organization to run a day care center jointly, or run a day care program by itself. Although principals, teachers, or parents may instigate the involvement of schools in day care, the cooperation and support of all three groups is essential. Among the benefits of such a program are cost effectiveness and convenience. Legally, if the school provides only the facilities for day care, it is liable for the maintenance of those facilities. However, if the school is in charge of the entire operation, it is responsible for everything that happens on the premises. (RG)

ED 281 993 CE 047 063

Women in the Hotel and Catering Industry.
Hotel and Catering Training Board, Wembley (England).
REPORT NO.- ISBN-0-7033-0121-7
PUB DATE- Jan 87
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Needs; Educational Opportunities; *Employment Level; Employment Opportunities; *Employment Patterns; Equal Opportunities (Jobs); *Females; *Food Service; Foreign Countries; *Hospitality Occupations; Postsecondary Education; Promotion (Occupational); Salary Wage Differentials; Secondary Education; Sex Bias; Sex Stereotypes
IDENTIFIERS- *Caterers; *United Kingdom

A study of the employment of women in the hotel and catering industry indicated that the industry employs nearly 17 percent of the entire paid female work force in the United Kingdom. Women constitute 75 percent of the industry's work force, and 47 percent of its managers are women. Women's position in the industry is characterized by their disproportionate concentration in part-time and operative level jobs. Even though many of the women studied have had experience at higher levels in other industries, they have not always been able to transfer their skills successfully. College-trained women and men also exhibit different progress in their first years of employment in the industry. The reason for this appears to be a complex blend of traditional sex stereotyping, beliefs about customers' preferences, job seekers' ideas, and managers' beliefs about women's motivations and which sex is appropriate for which job. In the subsidiary sectors of the industry (where the main business is not providing accommodation or food but where these activities take place on the premises--e.g., school meals), women appear relatively more successful. This may reflect their predominance, but it may also reflect the higher incidence of employment policies actively seeking equal opportunities for women. The final chapter describes the Manpower Services Commission's (MSC) Graduate Development Scheme, which was designed to encourage the training and development of women managers in the commercial sectors of the hotel and catering industry. Appendixes include a bibliography of sources, statistical tables, information on women in the United Kingdom's work force, descriptions of the methodologies of the studies reviewed for this report, and brief descriptions of projects being carried out as part of the MSC/Training Board Graduate Development Scheme. (MN)

ED 282 035 CE 047 180

Bradley, John L.
A Competency Based Approach to Development of a Fun & Effective Vocational Student Organization. Officers' Handbook.
Arizona State Dept. of Education, Phoenix.
PUB DATE- Jun 83
NOTE- 30p.; For a related teacher's manual, see CE 047 179.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Competency Based Education; Leaders Guides; *Leadership Responsibility; Organizational Development; *Parliamentary Procedures; Participative Decision Making; Secondary Education; Student Leadership; *Student Organizations; *Vocational Education; *Youth Leaders

This manual is intended to help students who are officers of vocational student organizations (VSOs) to develop and lead their groups. The manual is organized in four short sections. The first section provides general information on creating an effective and fun VSO. Subsections include: Why a VSO?; Good Meetings; Democratic Interaction, and The Task Force. In the second section, VSO organizational structure is profiled and an organizational chart provided. The third section outlines officers' roles, and the final section contains blank forms for a membership roster, minutes, financial reports, dues records, and a press release. (KC)

ED 282 049 CE 047 206

Abrillo, Harry
Conditions of Employment of Technical/Vocational Teachers.
PUB DATE- May 87
NOTE- 76p.; Paper presented at the Regional Workshop on Technical/Vocational Teacher Training (Chiba City, Japan, May 11-22, 1987). Tables 2 and 3 contain broken type. Shaded bar graphs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Compensation (Remuneration); Employment Level; Employment Qualifications; Foreign Countries; Fringe Benefits; Job Satisfaction; Professional Recognition; *Quality of Working Life; Retirement Benefits; Rewards; Salaries; Secondary Education; Teacher Qualifications; *Teaching Conditions; *Technical Education; Tenure; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Asia (Southeast); India; Indonesia; Malaysia; Singapore; Thailand

A study examined the job requirements and working conditions of vocational and technical education teachers (VTETs) in India, Indonesia, Malaysia, Singapore, and Thailand. Data were gathered (1) from published materials and interviews with officers and staff of concerned agencies and (2) from a project-developed questionnaire that was administered to 109 VTETs in the five targeted countries as well as 21 VTETs from Maldives, Papua New Guinea, the Philippines, Sri Lanka, Tonga, Vanuatu, and Western Samoa. In all of the countries examined, VTETs assume any one or all of the roles of teacher, designer, and administrator. Within each country, however, VTETs are split into two camps--the education camp, which is usually under the Ministry of Education, and the training camp, which is usually administered by the Ministry of Labor. The education camp gives more premium to academic qualifications, whereas the training camp prizes industrial work experience more highly. Only in very rare cases did VTETs enjoy extra privileges compared with other bureaucrats (as in Indonesia, where VTETs working under the Ministry of Labor get free housing). Private industry in the countries studied paid from two to five times more than did the government for workers with the qualifications required of VTETs, and career growth also appeared to be faster in the private industries. Most VTETs surveyed were satisfied with their jobs, primarily because of job content, friendly interpersonal relations, and job stability and security. Sources of job dissatisfaction included salaries and fringe benefits, work environment, and physical facilities. (Appendixes include the survey instrument and seven tables detailing the data obtained for each of the countries studied.) (MN)

ED 282 062 CE 047 276

Friedlander, Daniel; And Others

West Virginia. The Demonstration of State Work/Welfare Initiatives. Final Report on the Community Work Experience Demonstrations.

Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Claude Worthington Benedum Foundation, Pittsburgh, Pa.; Ford Foundation, New York, N.Y.; West Virginia State Dept. of Human Services, Charleston.
PUB DATE- Sep 86
NOTE- 326p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Career Education; *Cost Effectiveness; Demonstration Programs; Economically Disadvantaged; Federal Programs; Federal State Relationship; Participant Satisfaction; *Program Effectiveness; Program Evaluation; *Public Service; State Programs; *Welfare Recipients; Welfare Services; *Work Experience Programs
IDENTIFIERS- Aid to Families with Dependent Children; *Community Work Experience Program; Impact Studies; *West Virginia

This report presents findings of a three-year evaluation of West Virginia's Community Work Experience Program (CWEP), which requires public service in exchange for welfare payments by able-bodied recipients of Aid to Families with Dependent Children (AFDC). Overall findings indicate that the state has succeeded in its principal objective: providing a substantial number of welfare recipients with productive, long-term work experience. Part One of the report contains two chapters: an introduction and Chapter 2, discussing the nature of the CWEP jobs for both the AFDCs (family heads) and AFDC-Us (Unemployed Parent category) as well as participants' and their supervisors' views of the value of work and participants' attitudes about the work-for-benefits requirement. The balance of the report is divided into two more parts. Part Two presents the findings of the CWEP study for women, and Part Three contains the evaluation of CWEP for men. The first chapter of each part (Chapters 3 and 7) describes the research design, sample, and data sources; the second (Chapters 4 and 8) considers the different participation patterns; and the third (Chapters 5 and 9) analyzes impacts. The fourth chapter (Chapters 6 and 10) discusses the benefits of the program relative to its costs for each group. Supplementary tables are appended. (YLB)

ED 282 076 CE 047 328

Harvey, Dexter; Cap, Orest
Elderly Service Workers' Training Project. Block B: Cultural Gerontology. Module B.3: French Culture.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 87
NOTE- 49p.; For related documents, see ED 273 809-819 and CE 047 321-333.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Aging (Individuals); Client Characteristics (Human Services); *Counselor Training; *Cross Cultural Training; *Cultural Background; *Cultural Differences; Cultural Education; Ethnic Groups; *Family Life; Foreign Countries; French; Gerontology; Human Services; Interpersonal Competence; Learning Modules; Minority Groups; Older Adults; Postsecondary Education; Religion
IDENTIFIERS- *French Canadians; *Manitoba

This learning module, which is part of a three-block series intended to help human service workers develop the skills necessary to solve the problems encountered in their daily contact with elderly clients of different cultural backgrounds, deals with French culture. The module begins with background information about the importance of French-speaking Canadians in Manitoba and with a list of the module's general objectives. The next section, which deals with the importance of French Canadian culture for older adults, covers the positive and negative effects of being a member of a minority group in Manitoba and the importance of the French Canadian sense of humor. Examined next are the perceptions and values of older French Canadians with respect to sociability, the family, traditions, and the influence of religion. Intermarriage, discrimination, and cultural genocide are discussed in a section on the feelings and concerns that older French Canadian adults experience within a diverse society. A list of selected readings and descriptions of six pertinent films are appended. (MN)

ED 282 090 CE 047 358

Perlman, Leonard G., Ed.; Austin, Gary F., Ed.
The Aging Workforce: Implications for Rehabilitation. A Report of the Mary E. Switzer Memorial Seminar (11th, Washington, D.C., October 7-9, 1986).
National Rehabilitation Association, Alexandria, Va.
PUB DATE- May 87
NOTE- 88p.
AVAILABLE FROM- Switzer Memorial Fund, National Rehabilitation Association, 633 South Washington Street, Alexandria, VA 22314 (Monograph #11--$15.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Age Discrimination; *Aging (Individuals); Conference Proceedings; *Disabilities; *Employment; *Employment Practices; Older Adults; Retirement; Unemployment; *Vocational Rehabilitation
IDENTIFIERS- *Older Workers

This monograph contains papers from the Switzer Seminar on issues regarding the problems of aging, disabilities, and rehabilitation. It is intended for use by rehabilitation counselors, psychologists, gerontologists, researchers, administrators, consumers, legislators, and others interested in providing better services to Americans growing older. Five action papers are provided as chapters. They are "The State of the Art--An Overview of the World of Work" (Bernard Nash); "The Aging Work Force and the Politics of Incapacity" (Kenneth Mitchell); "Challenges for the Older Worker in the Rehabilitation Process" (Jane Myers); "Aging and Employment: Guides for the Rehabilitation Counselor and Employer" (S. Mae Smith); and "Options for Equality of Services for the Older Worker with a Disability" (Ellen Sax, Neal Baumann). Each chapter, where appropriate, includes excerpts of reviews and comments about the chapter and a summary of recommendations for action in the areas of

policy and program development, service delivery, research, training, and legislation. Two special invited papers are found immediately following the chapters: "The Need for Rehabilitation Services among Older Workers" (Edward Hester) and "Age Bias--A 'New Wrinkle' for Rehabilitation" (William Powaser). (YLB)

ED 282 133 CG 019 899

Wessell, Marja Elizabeth
Sex-Role Orientation and Attitudes towards Male Day Care Workers.
PUB DATE- Aug 86
NOTE- 72p.; Master's Thesis, Humboldt State University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Androgyny; *Child Care Occupations; Childhood Needs; Day Care; *Day Care Centers; Early Childhood Education; *Males; *Nontraditional Occupations; *Parent Attitudes; *Sex Role

Although developmental specialists have called for more male teachers in the fields of day care and early education, it is possible that parents with children in day care would be prejudiced against male day care workers. The work sample evaluation technique in which participants are asked to evaluate identical pieces of work was used in a study exploring the issue of parental prejudice against male workers in child care. Parents (N=60) with children attending a day care center read a letter describing a day care facility and then rated the overall quality of the day care center described. Letters for one-half of the subjects were signed by a male day care worker and letters for the other subjects were signed by a female worker. All subjects completed the Bem Sex-Role Inventory and a demographic questionnaire. The results indicated that there was no prejudice exhibited by the parents toward the male day care worker. In addition, the hypothesis that parents who ascribed to androgynous sex roles would exhibit significant differences in child care evaluations from those who ascribed to more stereotypical sex roles was not supported. For this sample of parents, there were no significant biases revealed toward the sex of the day care worker by either sex of the parent or by parent sex role orientation. (Author/NB)

ED 282 147 CG 019 914

Ratliff, Katharine G.; Ellis, Thomas E.
Characteristics of Male Alcohol Offenders.
PUB DATE- Aug 86
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Cognitive Style; *Drinking; Individual Characteristics; Individual Differences; *Males; *Personality Traits; Predictor Variables
IDENTIFIERS- *Alcohol Abuse; *Drinking Drivers

Because most studies investigating psychological profiles of subjects convicted of driving under the influence of alcohol (DUI) have been conducted at the time of arrest or treatment, it is unclear whether subjects' anxiety, depression, and hostility represent "trait" characteristics central to alcohol abuse or "state" responses to arrest and treatment. A study was conducted to examine affective, cognitive, and behavioral characteristics of individuals arrested for alcohol-related offenses. Self-report demographic questionnaires and psychological inventories were completed by 32 males who had a history of arrest for DUI or public intoxication and by 32 matched comparison subjects. The results indicated that alcohol-specific variables such as social and escapist reasons for drinking and severity of problems associated with consumption were superior to measures of emotional distress and sensation seeking in predicting group membership. The two groups were not found to differ significantly on measures of depression, anxiety, or self-esteem. Moreover, self-reported average alcohol intake did not signficantly distinguish between arrest and comparison groups. These findings suggest that alcohol offenders may be distinguished from nonoffenders less by their patterns of alcohol consumption or psychological distress than by maladaptive beliefs about the appropriate use of alcohol. These offenders might benefit from cognitive behavioral therapies. (NB)

ED 282 162 CG 019 930

Safford, Florence
"If You Don't Like the Care, Why Don't You Take Your Mother Home?": Obstacles to Family/Staff Partnerships in the Institutional Care of the Aged.
PUB DATE- Mar 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Family (Sociological Unit); Family Involvement; *Family Role; Institutional Characteristics; Institutional Environment; *Institutionalized Persons; *Nursing Homes; *Older Adults; *Staff Role

The myth persists that the elderly are institutionalized because their relatives do not care enough about them. Nursing home staff may not respond to family members' concerns about their relatives with any better solutions than to take their relatives home. Family response to this lack of solution may be retreat or retaliation. Thus the institution and family are placed in an adversarial, rather than partnership, relationship. The family/institution relationship may be improved by: (1) exposing negative stereotypical attitudes held by staff about families; (2) sensitizing staff to the anxiety caused by the financial strain of long-term care; (3) training family, staff, and residents to understand the demands of the system and the roles and behavior required to ensure effective service; and (4) helping staff to recognize their unconscious guilt for being associated with a nursing home, a stigmatized social utility. Some excellent models of family programs and services are now available as guides. Following the principles suggested, and developing programs tailored to the individualized and cultural needs of the families, long-term care institutions can overcome the obstacles to family/staff partnerships by coordinating and linking their shared functions. (ABL)

ED 282 176 CS 008 779

Nelson-Herber, Joan
A Staff Development Model for Teaching Reading in Content Areas. Network Report #2.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- 82
NOTE- 23p.
GRANT- G008001963
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Content Area Reading; *Faculty Development; Inservice Teacher Education; *Instructional Improvement; Models; Program Design; *Program Development; Program Implementation; *Reading Instruction; Secondary Education

The staff development program for the Network of Secondary School Demonstration Centers for Teaching Reading in the Content Areas is a long-range, highly structured, and comprehensive model. In addition to the support system for the learning and implementation of strategies for teaching reading in the content areas, the program employs presentation of theory or strategy, modeling, practice, feedback, and coaching. The key issues considered in developing this program were the instructional goals, the organizational structure of the school, the resources available, and the nature of the innovation to be implemented. In addition, it was considered essential that the program (1) be sensitive to the perceived and expressed needs of school personnel, (2) be based on defined long range goals and objectives, (3) be grounded in a theoretical framework and presented through a consistent information source, (4) be designed to take advantage of a multiplier effect, (5) be supported with sufficient resources, and (6) be evaluated on the basis of levels of use. (JD)

ED 282 217 CS 210 488

Puma, Vincent D.

Relationships between Writer-Audience Proximity, Register, and Quality in the Essays of First-Year College Students.

PUB DATE- 86
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Analysis; Audiences; College Freshmen; *Freshman Composition; Higher Education; *Writing Exercises; *Writing Processes; Writing Research
IDENTIFIERS- *Audience Awareness; Author Reader Relationship

A study explored the complexities of audience adaptation by examining the relationships between writer/audience proximity, register, and overall quality in essays written for assigned audiences. Subjects, 100 college freshmen, each wrote one essay in response to two audience-specified tasks in which subjects were to write persuasive letters to readers with whom they had been acquainted--one to a prospective employer, the other to the editor of a student newspaper. Findings showed that writers who responded to tasks specifying a singular audience constructed versions of that audience that varied according to their perceptions of psychological proximity. Results also indicated that audience adaption may not be as categorical as previous research on audience specification presumed. Instead of either adapting or not adapting to an audience, subjects seemed to adapt to the audiences in degrees. In addition, the degree of adaption appeared to be systematically affected by the social context suggested in and surrounding writing tasks and by the social knowledge that writers bring to tasks. Specifically, results of multiple regression analyses indicated (1) that students internalize different psychological versions of singular assigned audiences, (2) that registers vary consistently with the psychological proximity assumed by individual writers, and (3) that choice of register and proximity affects quality ratings. (Nine pages of references are included. The specified audience assignment involving a letter to a prospective employer is appended, as is an audience intimacy index for this task.) (JD)

ED 282 230 CS 210 519

Chafe, Wallace; Danielwicz, Jane
Properties of Spoken and Written Language. Technical Report No. 5.
California Univ., Berkeley. Center for the Study of Writing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CSW-TR-5
PUB DATE- May 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- English; Higher Education; Language Research; *Language Usage; *Oral Language; *Reading Writing Relationship; Sentence Structure; Vocabulary Skills; *Writing Processes; Writing Research; *Written Language

To find differences and similarities between spoken and written English, analyses were made of four specific kinds of language. Twenty adults, either graduate students or university professors, provided a sample of each of the following: conversations, lectures, informal letters, and academic papers. Conversations and lecture samples came from tape recordings of casual dinner table talk and from class lectures. Letters and papers were voluntarily provided by the subjects. Findings indicated that conversationalists employed a relatively limited vocabulary, made inexplicit lexical choices, and used many colloquialisms. They created relatively brief intonation units which they chained together, stopping occasionally to form a sentence boundary. Conversationalists also interacted with their audiences, showed ego involvement, and often spoke specifically. Academic lecturers employed an equally limited vocabulary, also used hedges and were referentially inexplicit. They used literary vocabulary more than conversationalists, but their intonation units were only slightly longer and they created no more syntactically complex sentences. In contrast, letter writers used more varied vocabulary, and only sometimes hedged or were inexplicit. They used a moderate number of colloquial words and contractions, but many more literary items. Their intonation units were intermediate between conversationalists and academic writers, and their sentences were usually well formed. Letter writers were more involved with themselves and with concrete reality than any other language users in the study. Academic writers exhibited the extremes of writing behavior. They used large varied vocabulary and hedges, inexplicit references, colloquialisms, and contractions. Academic writers used maximally long intonation units, expanded them with all available syntactic devices, and were detached from both concrete reality and themselves. (SKC)

ED 282 243 CS 210 547

Richards, Jef I.
Clearing the Air about Cigarettes: Will Advertisers' Rights Go Up in Smoke?
PUB DATE- Aug 87
NOTE- 57p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; *Federal Regulation; *Freedom of Speech; Mass Media Effects; Media Research; Public Health Legislation; *Smoking; Tobacco
IDENTIFIERS- *First Amendment; *Media Role

Because recent restrictive changes in cigarette advertising laws have unknown consequences for advertisers, this report outlines the history of the controversy over whether to allow cigarette advertisements, explores its legal status with respect to First Amendment rights for advertisers, and considers potential solutions to the conflict between Congressional anti smoking factions and the print media. The first section reviews the history of tobacco use and regulatory efforts previously aimed at its advertising, while the second covers the second wave of regulations and private lawsuits stemming from cigarette ads. The third section outlines efforts by the U.S. Congress and the American Medical Association to ban cigarette sales, focusing for comparison on the effects of a Puerto Rican ad ban on casino gambling. The fourth section discusses 1986 Congressional hearings on banning tobacco ads and explains the legal consequences with respect to the loss of advertisers' First Amendment rights, and the fifth provides tests of the proposed ban for legality, substantial interest, advancement of government interest, and overbreadth. The sixth section gives details about why new warnings in cigarette ads probably will not work, and discusses problems of the new approach, such as advertising wearout, personal salience, and persuasion interference. The seventh section enumerates the consequences of a ban: (1) economic disaster would befall the print media; (2) tobacco companies would cease to sponsor socially beneficial events; (3) the regulatory technique would be extended to other products, such as alcohol; and (4) research on making tobacco products safer would cease. The conclusion summarizes the ban's relationship to the First Amendment. (SKC)

ED 282 256 CS 210 578

Martindale, Carolyn
Changes in Newspaper Images of Black Americans.
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- Black History; *Black Influences; Blacks; *Black Stereotypes; Civil Rights; Content Analysis; *Cultural Images; Media Research; *Newspapers; *News Reporting; *Press Opinion; Racial Bias; Social Change
IDENTIFIERS- Journalism History; *News Perspective Bias

A study was conducted to determine whether newspaper coverage of black Americans diminished after the 1960s Civil Rights Movement and whether new images of blacks have begun to emerge in the media. Items concerning black Americans in 66 issues each of the "New York Times," "Boston Globe," "Chicago Tribune," and "Atlanta Constitution" were coded. The issues were taken from time periods before, during, and after the Civil Rights Movement. Coverage was coded into categories for stereotypes, everyday life, civil rights, and minority life. Sixteen subcategories were also identified. Results indicated that stereotypical portrayals of blacks as criminals and entertainment or sports figures comprised a substantial portion of the four newspapers' coverage of blacks in the 1950s. The percentages dropped considerably during the 1960s, but rose again during the 1970s. A new image of blacks as politicians began appearing in coverage during the 1970s. Findings also determined that these newspapers are moving toward a more equitable portrayal of blacks in the news but that elements of stereotypes still linger. (Tables of data and 17 references are included.) (AEW)

ED 282 270 CS 505 618

Ferguson, Mary Ann; Weigold, Michael
Medium Source Diversity and Medium Reliance: In Search of Issue Diversity.
PUB DATE- May 86
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; Higher Education; *Information Sources; *Mass Media; *Mass Media Effects; Media Research; *Media Selection; Newspapers; Periodicals; Political Issues; Radio; Social Problems; Television
IDENTIFIERS- *Issue Diversity; Media Exposure; *Media Use

A study examined the relationships among source diversity, medium reliance, and nominal issue diversity. Source diversity is defined as the number of categories or classes of sources, and in the study nominal diversity within media (newspapers, television and magazines) was examined. Medium reliance is defined as the perceived usefulness of a given medium for information about issues, while nominal issue diversity is the number of categories or classes of issues considered salient by an individual. A random sample of 223 graduate and undergraduate students at the University of Florida were interviewed. Results suggest positive associations between issue diversity and the following: newspaper diversity, magazine diversity, newspaper reliance and magazine reliance. Television diversity--measured as the number of channels ordinarily watched--was not found to be related to issue diversity. Similar patterns were found between medium reliance and issue diversity. Reliance on magazines and newspapers, but not radio and television, is related to nominal issue diversity. Findings also suggest that media diversity, in combination with motivation, is related to issue domain differentiation. These findings, when integrated with those from previous studies, represent the beginning of a model of issue domain structure and the antecedents of this structure. (A list of 67 sources is provided.) (NKA)

ED 282 311 EA 019 392

Floyd, M. Kathryn
Flexibility and Central Office Supervisors: The Instrumental Function of Fragmentation, Invisibility, and Ambiguity.
PUB DATE- Apr 87
NOTE- 67p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Administrator Education; *Administrator Role; *Cognitive Structures; Cooperation; Elementary Secondary Education; *Leadership Qualities; Linking Agents; *Metacognition; Principals; Problem Solving; School Effectiveness; School Organization; *Supervisors
IDENTIFIERS- *Central Office Administrators; Complex Concepts

Although central office supervisors are emerging as critical linchpins of school improvement efforts, research is quite limited in this area. This study differs from previous efforts by focusing on the administrator's real world and identifying the subjective role conceptions and statements shared by four outstanding central office supervisors. It provides data based on shared meanings (held in common despite variances in social context) as determined by qualitative analysis of open-ended, in-depth interviews. The study ignores a priori constructs held by the researcher or authorities in the field. Findings suggest that effective supervisors are highly flexible and able to cope successfully with the fragmentation, ambiguity, and invisibility characterizing their role. These role aspects, far from being problematic, ensure access to various levels of information and enhance the supervisor's ability to respond well to individual differences, the needs of a diversified staff, and changes in leadership and programs. The capacity to respond appropriately characterizes principals possessing more complex cognitive structures. Preparation programs should provide specific training in solving complex problems and in metacognition. Included are 2 tables and 119 references. (MLH)

ED 282 337 EA 019 435

Angus, Lawrence
Schooling for Social Order: Democracy, Equality and Social Mobility in Education. Sociology of the School.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0397-3
PUB DATE- 86
NOTE- 97p.
AVAILABLE FROM- Publication Sales, Deakin University Press, Victoria 3217, Australia ($14.50 Australian; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Democracy; Educational Change; Elementary Secondary Education; *Equal Education; *Outcomes of Education; *Social Discrimination; *Socialization; *Social Mobility; Working Class
IDENTIFIERS- *Australia

This monograph examines fundamental themes of equality and democracy prominent in Australian educational discourse and reform efforts during the past century, particularly since World War II. The first section argues that these ideals, while representing positive and progressive intentions, have not contributed to social justice but have led to educational outcomes inconsistent with democratic principles. In fact, Australian education has generally fostered social control rather than social mobility. Subsequent sections attempt to explain the Australian public's persistent acceptance of social and economic inequalities despite educational reforms intended to ameliorate these problems. The theoretical concepts of ideology, meritocracy, reproduction, and hegemony are discussed in relation to established school practices contributing to discrimination against minority children. The essay concludes by discussing ways to make genuine democracy and equality more central in school practices and curricula. Appended are 63 references. Four supporting readings include: "The School--The Institution and Its Controlling Bureaucracy" (B. Bessant), "Letter to an Alternative Teacher" (Bill Hannan); "Crisis of Legitimation: Schools, Society, and Declining Faith in Education" (Svi Shapiro); "Class, Gender and Livelihood? Some Implications for Education" (Johanna Wyn and Bruce Wilson). Also included is an annotated bibliography of 11 references. (MLH)

ED 281 979 CE 046 603

Rush, Michael G.
Fundraising: Does It Have To Be Painful?
PUB DATE- 83
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Education; Financial Needs; *Fund Raising; Guidelines; Secondary Education; *Student Organizations; *Vocational Education
IDENTIFIERS- *Future Farmers of America

Some guidelines can make fundraising by Future Farmers of America (FFA) chapters easier and more productive. The first question to be asked is what the FFA chapter wants to accomplish and how much it will cost. Once the goal is set, an appropriate project can be adopted. Criteria for selecting projects include the following: (1) Does the project have educational value? (2) Does the project offer a reasonable return for the effort expended? (3) Does the project avoid competition with other clubs and organizations in the school and in the community? (4) Does the project have a benefit for those from whom the money will be raised? and (5) Does the project conform to school and community policies and laws as well as contribute to a positive club image? Examples of less appropriate projects include selling candy bars or school mugs; more appropriate projects include providing services to the local fairgrounds, selling firewood or plants, and providing labor for local farmers or agribusinesses. Once an appropriate project is selected, scheduling and arrangements for getting it on the school calendar, setting a time and place, determining facility requirements, and arranging for transportation must be made. Provisions must be made for personnel organization, financial arrangements, publicity, and follow-up. Recordkeeping is also crucial to the success of the project and the avoidance of the same mistakes later. Effective planning can make fundraising a contributing, integral part of each FFA chapter. (KC)

ED 282 007 CE 047 091

Assessments and Efforts. A Report on the Public Image of Vocational Education.
Florida State Council on Vocational Education, Tallahassee.
PUB DATE- Mar 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attitude Change; *Educational Attitudes; Educational Improvement; Employer Attitudes; Parent Attitudes; Postsecondary Education; Program Descriptions; *Public Opinion; *Public Relations; Secondary Education; *State Programs; Student Attitudes; *Vocational Education
IDENTIFIERS- *Florida; United States

This report assesses the image of vocational education through a review of several studies and projects concerned with that image. In the first section of the report, the three most recent studies that target the image of vocational education from the national perspectives of manufacturers, state legislators, and employers are abstracted. Along with these abstracts are extracts of two recent Gallup Polls that indicate something of the image of vocational education held by the American public as a whole. Following these glimpses of the national picture are summaries of two studies from the Southeast, one from Florida and one from Georgia, that provide a regional perspective of the image of vocational education. The Florida study concentrates on the business community, whereas the researchers for the Georgia study also sampled the impressions of students, parents, and educators. The second section of this report contains brief descriptions of the efforts of a Florida educational agency to maintain and enhance the image of vocational education in Florida. In this section, three projects that have resulted in an enhancement of the image of vocational education in other states (New York, Hawaii, and Alabama) are reported. The final section contains conclusions derived from the literature and recommendations to the State Board for Vocational Education for continuing and additional efforts that might be undertaken to enhance the public image of vocational-technical education in Florida. (Author/KC)

ED 282 105 CE 047 380

Untying the Knots. An Approach to Problem Solving. The WorkForce Series for Small Businesses.

National Child Labor Committee, New York, N.Y.

PUB DATE- 84
NOTE- 22p.; For other guides in series, see CE 047 376-379.
AVAILABLE FROM- National Child Labor Committee, 1501 Broadway, Suite 1111, New York, NY 10036 ($3.00; set--$15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; Discipline; Dismissal (Personnel); Employer Employee Relationship; *Employment Problems; *Entry Workers; Management Development; *Personnel Management; *Problem Solving; *Small Businesses; *Youth Employment

This guide presents an approach to problem solving for managers who work with young or entry-level workers in small businesses. The guide is designed to help managers (1) distinguish between a behavior problem and a performance problem; (2) balance positive and negative factors to make the changes they want; (3) devise solutions that will work for them; and (4) use discipline constructively to change behavior. The guide uses case studies to illustrate the points of the problem-solving strategy. Key points are summarized at the end of the booklet, and a review quiz with answers is provided. A list of suggested resources completes the guide. (KC)

ED 282 189 CS 008 830

Crismore, Avon; Mikulecky, Larry
Investigating a Process Model of Literacy in the Workplace.
PUB DATE- May 87
NOTE- 39p.; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Communication Research; *Discourse Analysis; Employment Qualifications; *Literacy; Models; Occupational Surveys; *Organizational Communication; Personnel Data; Personnel Needs; Problem Solving; Schemata (Cognition); Schematic Studies; *Work Attitudes; Work Environment
IDENTIFIERS- Cognitive Process Theory of Writing; Communication Behavior; Communication Patterns; *Job Literacy

To increase understanding of workplace literacy, a study investigated whether data from structured interviews conducted in two previous studies of job literacy and job performance relationships support the process model of literacy proposed by Linda Flower and John Hayes, "A Cognitive Process Theory of Writing." In both studies, this model was adapted for the workplace to determine the extent to which it corresponded to what people talk about when they discuss literacy in their workplace. Subjects in the current study were seven nurses and seven electronic technicians rated as superior performers on the job. Subjects' responses to structured interview questions were subjected to content and contrasting analyses using critical categories derived from the adapted model of literacy. Results indicated that the modified process model of literacy does exist in the workplace. Specifically, findings provided evidence for the existence of (1) the major components of the adapted model, including task environment, schema, and literacy problem solving process; (2) most of the subcomponents and processes/subprocesses of the model; and (3) the subcomponents of conscious goal setting, such as anticipating tasks and evaluating goals. The electronic technician data provided more support for the model than did the nurse data and suggested a higher level of job literacies and more complex uses of literacy for job tasks. Finally, several differences were found between the two groups of subjects for the kinds and uses of literacy in the workplace. These differences suggested that the nature of a worker's job makes a difference in finding evidence for the adapted model. (Six tables of data and 34 references are included as is the modified job literacy problem solving model.) (JD)

ED 282 203 CS 210 411

The Language Arts Essential Skills.
Arizona State Dept. of Education, Phoenix.
PUB DATE- May 86
NOTE- 100p.; Prepared by the Language Arts Essential Skills Committee.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Design; *Curriculum Evaluation; Curriculum Guides; Educational Resources; Elementary Secondary Education; *English Curriculum; Instructional Materials; *Language Arts; *Language Skills
IDENTIFIERS- Arizona (Phoenix); *Arizona State Department of Education

A revision of an earlier project, this curriculum guide is intended to function as a framework for districts and schools to build language arts curricula for grades kindergarten through 12. The introduction tells how to use the revision and contains a statement of purpose. It also includes instructions for how to use the revision in the school, the district, and in conjunction with evaluation measures. The second section covers the process of revising the previous guide, and includes information about the

membership of the committee appointed for the task, when the committee met, when public hearings were held, which schools and districts responded when sent a draft of the guide, a tally of the school and district responses, and an outline of the final revision process. The third section deals with the language arts curriculum itself, first defining what educators know about language arts instruction today. Next it addresses the specific ways in which the committee used this knowledge to implement a schematic standard, and then suggests curricula for writing (including grammar and usage), speaking, reading, listening, and language concepts (consisting of variety of expression, history of language, power of language, linguistics and grammar, and study skills). Following a discussion of integrating the language arts the guide provides details of the format of the language arts essential skills, including process, products/outcomes, competency indicators, suggestions for evaluation of processes, and appendixes which list the criteria on which the products/outcomes are to be judged. Two figures show the essential skills schematic and the format for the skills. The fourth section, a selected bibliography, is followed by the actual skills pages arranged in three grade clusters, K-3, 4-8, and 9-12.

ED 282 283 EA 019 322

Thurston, Paul W.
Legal Context of the Public School District.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 25p.; Chapter 2 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Constitutional Law; Court Litigation; Educational Administration; Elementary Secondary Education; Federal Legislation; Legal Responsibility; Power Structure; *Public Schools; *School Business Officials; School Districts; *School Law; State Legislation

This chapter of "Principles of School Business Management" explores the legal context in which school business officials and other school administrators operate. The chapter considers the legal sources for the power and authority of the district and its administrators and also examines the legal process as it affects schools and the performance of school business functions. The legal basis for the local school district's existence as a legal entity is examined first. The establishment of the district's authority

and the legislative delegation of authority in different states are reviewed, as are administrative redelegation of authority (affecting contracts) and the sharing of authority with other agencies. Specific sources of authority or power are considered next, including federal and state constitutions, state boards of education, federal statutes, and contracts. A discussion of the district's legal liability concludes the chapter. State and federal court cases involving school business officials are cited and discussed as examples in relation to each of the topics addressed in the chapter. Eighty-eight notes, primarily citing the court cases discussed, are provided. (PGD)

ED 282 022 CE 047 115

Loomis, Linda Jacobsen
Balancing Work & Family Resource Materials: For Use in the Consumer & Homemaking Secondary Classroom.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Jul 86
NOTE- 124p.; Adapted from Minnesota Balancing Work and Family Curriculum.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Change; Child Development; Child Role; *Consumer Education; *Coping; Daily Living Skills; *Dual Career Family; *Family Life; *Home Economics; *Individual Development; Interaction; Interpersonal Competence; Learning Activities; Parent Role; Problem Solving; Secondary Education; Stress Management; Student Evaluation; Teaching Guides

This resource provides supplementary materials on coping skills for success in balancing work and family responsibilities for use in competency-based programs. Twenty modules are divided into six areas dealing with individual growth and development and one area dealing with child development. The six individual growth and development areas (and module topics) are (1) manage and organize (life plan development, factors that influence personal interactions and goal setting), (2) ensure health and safety (self-fulfillment, impact of individual needs, family strengths, the family life cycle), (3) ensure health and safety (reduction of personal stress), (4) maximize resources (community resources, use of resources to achieve personal goals, choice of child care providers), (5) interact with others (communication skills, interaction skills), and (6) cope with change (impact of family and career changes on individuals, role expectations, coping skills, family philosophy regarding role sharing, communication about role expectations, multiple roles of working couples). The child development topic is meet basic needs (developmental characteristics of children, discipline). Contents of each module include the competency/skill, performance objective, student learning objectives, student learning activities, and evaluation activities. Any necessary handouts are provided. (YLB)

ED 282 036 CE 047 181

Vizza, Cynthia; And Others
A New Competitive Edge. Volunteers from the Workplace.
VOLUNTEER--The National Center, Arlington, VA.
REPORT NO.- ISBN-0-939239-00-0
PUB DATE- 86
NOTE- 272p.; Charts, chapter 6, will not reproduce clearly.
AVAILABLE FROM- VOLUNTEER Readership, 1111 North Arlington Street, Suite 500, Arlington, VA 22209 ($14.95 plus $2.50 postage and handling).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020) Books (010)
DESCRIPTORS- Adult Education; Adults; *Business Responsibility; *Community Services; *Corporate Support; *Employees; Unions; Voluntary Agencies; *Volunteers

This book provides information on workplace volunteering and how employee volunteering programs operate in specific corporate cultures. Chapter 1 focuses on the rationale upon which corporate volunteer programs are constructed. The rationale's four basic components are discussed in detail: quality of life, worker participation, responding to others' expectations, and displaying moral leadership. Chapter 2 describes and assesses the basic promotional strategies used by many companies as well as the overall results of a national survey on employee volunteering. In chapter 3, five basic types of formalized workplace volunteer programs are discussed: clearinghouses, group projects, loaned personnel programs, teams, and retiree programs. Chapter 4 describes various ways in which companies work with each other, with voluntary organizations, and with public agencies to promote volunteering. Chapter 5 addresses union member volunteering, organized labor's best kept secret. Small business volunteer programs are the focus of chapter 6. Each chapter provides general information on its title subject followed by profiles of companies who operate the type of employee volunteering program under discussion. Two to six profiles are included in each chapter. (YLB)

ED 282 120 CG 019 884

Burgio, Maria R.
The Role of Social Cognition in Support Friendships for the Aging.
PUB DATE- Jun 87
NOTE- 24p.; Paper presented at the Iowa Conference on Personal Relationships (Iowa City, IA, June, 1987). Document contains small print.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Friendship; Interpersonal Relationship; *Life Satisfaction; *Older Adults; *Social Cognition; Social Networks; *Social Support Groups; *Well Being

The presence of support friends is related to general well being in successful aging. Some social gerontological research concludes that the positive effects of interacting with support friends can be attributed to the quality of these relationships; however, there is a gap in our understanding regarding the mechanism which accounts for this effect. This study, part of a larger study of older adults' close relationships, attempted to show that social cognitive processes play an important role in the support-well being relationship. Older adults (N=142) living in New York City participated in the two-session study. In Phase I, subjects completed a questionnaire which included demographic and health questions, the Life Satisfaction Index-A, the Interpersonal Experience Questionnaire, and the Friendship Expectancies Inventory. In Phase II of the study, subjects were orally administered the Network Analysis Profile which measures both quantitative and qualitative aspects of the social network. The results indicated that the number of support friends was related to interpersonal affect, but not to life satisfaction. The significant results of the multiple regression analyses lend support to the view that assessments of others' behaviors affect interaction outcomes, supporting the early works of both Kelley (1955) and Asch (1946). Four tables and a five-page list of references are included. (Author/NB)

ED 282 134 CG 019 900

Jarrett, William H.

Gerontology & Policies for Not Treating Terminally Ill Patients.
PUB DATE- 20 Nov 86
NOTE- 9p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Diagnosis; *Death; Diseases; Gerontology; *Legal Responsibility; Malpractice; Medical Evaluation; *Medical Services; *Moral Values; Older Adults; Patients; *Physicians; *Termination of Treatment
IDENTIFIERS- Patients Rights; Right to Die; *Terminal Illness

Proposals have been developed to clarify physician responsibility in withholding treatment to terminally ill patients. These proposals seek to provide a legal shield against malpractice proceedings and to reduce confusion over how to resolve high medical costs through standardizing procedures for withholding treatment. When first published, withholding treatment guidelines pertained only to patients whose deaths were expected within weeks. The new proposals include hopelessly ill patients, those patients who are irreversibly ill but not clearly dying. Five categories of hopelessly ill patients are: (1) competent patients who refuse treatment; (2) brain-dead patients; (3) persons in persistent vegetative states; (4) severely and irreversably demented persons; and (5) persons with mild dementias who should be treated "sparingly." While the first three categories break no new medical ground, conditions 4 and 5 appear to be outside the scope of approved medical standards of care and several major criticisms of the proposals can be made. Two major questions which should be considered in any public debate over treatment policies to sick elderly persons are the determination of competence in the sick elderly and, where incompetence is present, what is to be the role of families. Perhaps the most important contribution that gerontologists can make to this debate involves insisting on guidelines that enable the sick elderly to control their own futures if they choose to do so. (NB)

ED 282 148 CG 019 915

Ratliff, Katharine G.; And Others
Sex Differences in Alcohol's Effect on Responses to Provocation.
PUB DATE- Aug 86
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Anxiety; *Behavior Patterns; *Drinking; *Emotional Response; Higher Education; *Performance Factors; Punishment; Reinforcement; *Sex Differences; Undergraduate Students
IDENTIFIERS- *Alcohol Abuse

Studies on alcohol and aggression have tended to use male subjects and to employ negative shock deliveries as the measure of aggression. This study was conducted to investigate sex differences in alcohol's effect on aggression and to examine the impact of providing both positive and negative response options. Male (N=48) and female (N=48) undergraduates were randomly assigned to one of four alcohol expectancy/alcohol receipt groups within a balanced placebo design. Assigned a "teacher" role, subjects chose to deliver various levels of positive reinforcement or punishment to a male "learner" over 40 learning trials. Subjects completed 20 trials prior to, and 20 trials subsequent to, being provoked by insults from the "learner." The alcohol expectancy manipulation proved effective. Sex differences in emotional responses to provocation were found. Only intoxicated men, but both sober and intoxicated women, responded to the provocation with anxiety. All subjects reinforced with greater intensities and longer durations than they punished both before and after being insulted. These findings suggest that intoxication induces emotional liability in men, increasing their sensitivty to provocation. Women reported only a decrease in friendliness after being insulted while intoxicated. The finding that both intoxicated and sober subjects were invested in fulfilling their roles as "teachers" suggests that setting factors constitute highly relevant variables in the prediction of intoxicated aggression. (KS)

ED 282 163　　　　　　　　CG 019 931

McCammon, Susan L.; And Others
Emotional Reactions of Rescue Workers Following a Tornado.
PUB DATE- Aug 86
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; *Emergency Squad Personnel; *Emotional Adjustment; Emotional Response; *Hospital Personnel; *Natural Disasters; *Rescue; Social Support Groups
IDENTIFIERS- *Posttraumatic Stress Disorder; *Traumas

Rescue and medical workers may be at risk for negative emotional experience following intervention efforts in disaster situations. To examine this possibility, 120 rescue and hospital personnel responded to a survey of their emotional reactions and coping behaviors 3 months after a devastating tornado. Twenty-eight subjects had been involved in on-the-scene rescue; 92 worked in the hospital emergency department. Workers provided information on demographic characteristics, role during the disaster, initial thoughts and reactions, specific symptoms of adjustment difficulty following the tornado, support networks, and coping strategies after the tornado. Workers reported many of the symptoms of Posttraumatic Stress Disorder (PTSD), most frequently reporting repetitive intrusive thoughts. Workers at the tornado scene reported a mean of 6.59 PTSD symptoms and those at the hospital endorsed a mean of 7.33 symptoms. Most workers perceived neutral to supportive reactions from families, co-workers, and neighbors. Items endorsed on the Coping Inventory revealed reliance on cognitive coping strategies where the event was placed in perspective and cognitive mastery sought. Seeking social support was used more frequently than altering activities or finding new interests. The results clearly suggest a need for support services for hospital and rescue workers involved in disaster relief. (Author/NB)

ED 282 177 CS 008 801

Croll, Valerie J.; And Others
Bridging the Comprehension Gap with Pictures. Technical Report No. 399.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 49p.; Sample pictures, pages 48-49, will not reproduce clearly.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advance Organizers; Cognitive Development; Critical Reading; Critical Thinking; *Pictorial Stimuli; Reader Text Relationship; *Reading Comprehension; Reading Improvement; Reading Instruction; Reading Processes; Reading Research; *Reading Strategies; *Schemata (Cognition); Secondary Education; Special Education; *Teaching Methods
IDENTIFIERS- *Picture Text Relationship

A study investigated the effects of using topic-related pictures to build and activate readers' schemata as a means of increasing background knowledge and, consequently, reading comprehension. Subjects, two special education middle school students with low scores on standardized reading comprehension and vocabulary tests, were taught to interpret pictures that were topically related to reading passages. Findings showed that, after ten three-day sequences of pre-picture reading, picture study, and post-picture reading, subjects' reading comprehension improved significantly on several measures. More specifically, results indicated that teaching the students to examine details and interpret relationships inherent in topic-related pictures (1) improved their ability to answer questions about explicit and implicit information relevant to both pictures and stories, and (2) increased the amount and accessibility of the students' prior knowledge, produced by the systematic study of the pictures. It was speculated that these findings resulted from reader-related variables, such as task focus, schema adequacy and accessibility, and ability to integrate and synthesize information, as well as from picture-related variables, such as imageability and gestalt features. (Seven pages of references are included.) (JD)

ED 282 218 CS 210 503

Rowe, Deborah Wells
Preschoolers as Authors: Literacy Learning in the Social World of the Classroom.
PUB DATE- Feb 87
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Child Development; Child Language; *Childrens Art; *Classroom Environment; Interpersonal Competence; Language Acquisition; *Literacy; Preschool Education; *Writing (Composition); Writing Processes; *Writing Readiness; Writing Research
IDENTIFIERS- Author Text Relationship; Emergent Literacy

A study examined how children's understanding and use of written language and graphic/constructive art are embedded in the social world of their classrooms and how they explore the potential of communication systems (specifically, what socio-psychological strategies they use). Subjects were 21 3- and 4-year-old children of faculty and staff at a large midwestern university, all in a classroom with a curriculum particularly supportive of young children's literacy learning. The children's self-selected literacy activities were videotaped, and the tapes indicated that social interaction was an important part of most events. As they talked with their peers and teachers, the children often adopted author and audience roles. The authors came to recognize each other as sources of inspiration and aid for their writing. Sometimes a child would co-author a text with either a teacher or a more experienced classmate, with the first author initiating and the assistant offering ideas from an area of personal expertise. Children and teachers constructed and used a great deal of shared knowledge about literacy. Extensive observation and analysis indicated that conversation played a crucial role in constructing literacy concepts. This systematic relationship between conversation and demonstration allowed children to learn about literacy, while writing their own texts inspired them to develop personal perspectives. (AEW)

Mantooth, Sara; Ferdon, Doug, Jr.
Video Cameras in the Newsroom: Not Yet!
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Appropriate Technology; *Editors; *Employer Attitudes; Equipment Evaluation; Media Research; News Media; *Newspapers; Photographic Equipment; Tape Recorders; Technological Advancement; *Video Equipment

A study examined the perceptions of newspaper editors as to how useful video cameras are in the newsroom. The original hypothesis was that reaction to introducing video cameras for newsroom use would meet with negative reaction. Subjects, 32 editors from Texas newspapers of over 10,000 circulation, were surveyed by mail. Results indicated an almost even split among the respondents as to whether a video camera would ever be useful to a newspaper and a similar split as to whether the editors would have any objections to a video camera. Two-thirds of the editors indicated that their newspaper provided tape recorders for reporters, which they considered a good backup to notes. Eighty-five percent of the respondents found video cameras intimidating, thus supporting the hypothesis. (Tables of data are included.) (NKA)

ED 282 298 EA 019 337

Underwood, Julie
Legal Liabilities of Administrators.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 20p.; Chapter 17 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrator Role; Civil Rights; Contracts; *Court Litigation; Disclosure; Educational Malpractice; Elementary Secondary Education; Federal Legislation; Federal Regulation; Fees *Legal Responsibility; School Business Officials; School Funds; *School Law; Student Records; Torts

This chapter of "Principles of School Business Management" discusses the implications of several court cases for legal issues affecting the role of the school business official. The issues addressed include civil rights, negligence, contracts, criminal liability, tuition and fees, and student records. The chapter opens with a brief overview of trends in litigation during the 1960s, 70s, and 80s. The broad topic of torts is addressed next. Particular attention is paid to individual rights and the extent of the personal or institutional liability of those who violate these rights; court interpretations of negligence in cases involving schools are also examined carefully, appropriate defenses are noted, and malpractice issues are considered. The chapter then looks at contracts, reviewing the five elements necessary for contract validity. Criminal liability is touched on briefly before the chapter turns to a treatment of the handling of public funds, including assessing and collecting fees and authorizing expenditures. The final topic is the handling of student records, covering factors requiring or limiting the distribution of specific types of information. Endnotes provide 115 citations to the court cases discussed. (PGD)

ED 282 325 EA 019 420

Latimer, Milree H.

Principals and the Human Condition: Reflections of an Elementary School Principal.

PUB DATE- 31 May 87

NOTE- 12p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Hamilton, Ontario, Canada, May 31-June 3, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Role; Beliefs; Elementary Education; Foreign Countries; Fundamental Concepts; *Instructional Leadership; *Principals; Self Actualization; Student Development; *Teacher Administrator Relationship; Values

Educational leaders must be perceived to act consistently and with integrity. When leaders are conscious of beliefs and values, they will act spontaneously in a consistent manner, and their actions, embedded in their beliefs, will have an underlying harmony. School principals must embrace the concept of empowerment and dignity of the individual and attend to the personalities, needs, and growth of those involved with the lives of children if they are devoted to the growth and development of those children. To assist in the development of a common goal of individual empowerment, principles of adult learning are suggested as a basis for learning and working with teachers. These principles, viewing the principal as teacher and the teacher as learner, involve these practices; (1) supporting and encouraging the teacher as learner toward new possibilities for self-fulfillment; (2) helping the teacher as learner clarify aspirations toward a possible potential; (3) helping the teacher as learner diagnose the gap between aspirations and the present; (4) accepting the teacher as learner as a person of worth and respecting the teacher's feelings and ideas; (5) nurturing relationships; and (6) expressing his or her own feelings and contributing resources as a co-learner in the spirit of mutual inquiry. A bibliography concludes the paper. (WTH)

ED 282 352 EA 019 456

Scott, James

Teacher Tenure. ERIC Digest, Number Nineteen.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 86
NOTE- 4p.
CONTRACT- OERI-R-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Board Administrator Relationship; Declining Enrollment; Elementary Secondary Education; Nontenured Faculty; *Probationary Period; Reduction in Force; Teacher Administrator Relationship; *Teacher Dismissal; Teacher Employment Benefits; *Teacher Rights; *Tenure; *Tenured Faculty
IDENTIFIERS- ERIC Digests

Teachers with tenure possess certain privileges. For instance, they are permitted a hearing before the school board when they are threatened with dismissal. The failure of tenured teachers to maintain standards must be proved by the administration. In the case of probationary teachers, the school board has almost unlimited power to renew or not to renew contracts. When dismissal is a matter of financial cutbacks, school boards have more freedom. For example, tenured teachers may be let go if a plethora of instructors teach the same subject, while probationary teachers may be retained if there are few instructors teaching their subject. To maintain an effective tenure policy, administrators and school boards should establish definite standards for probationary teachers; administrators should present a tenured teacher's failings to the school board; and, finally, the school board, teachers, and administrators need to deal fairly with reductions in force. (RG)

ED 281 994 CE 047 064

How to Recruit and Select Young People. An HCITB Business Aid.
Hotel and Catering Training Board, Wembley (England).
REPORT NO.- ISBN-0-7033-0055-5
PUB DATE- 83
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Employment Interviews; *Employment Programs; Entry Workers; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Job Application; Occupational Tests; *Personnel Selection; Records (Forms); *Recruitment; Testing; *Youth Employment
IDENTIFIERS- England; *Youth Training Scheme

This guide, which was originally developed to help employers in selecting youth for Britain's Youth Training Scheme programs, can also serve as a guide to recruiting and selecting potential employees who have very little work experience. The following topics are covered: deciding which young people the business needs, attracting suitable candidates, selecting young people, developing application forms, using school reports, conducting interviews, and administering selection tests. Sample application forms, checklists, interview schedules, and tests are included. Appendixes contain numeracy and English tests along with test answers and the addresses of sources of further assistance. (MN)

ED 282 063 CE 047 278

Looking to the 21st Century: A Strategic Plan for Adult Education.

Connecticut State Dept. of Education, Hartford. Bureau of Community and Adult Education.

PUB DATE- Feb 85
NOTE- 73p.; Prepared by the Adult Education Study Committee. Figures and charts contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Programs; *Educational Planning; *Educational Policy; Program Evaluation; *Statewide Planning
IDENTIFIERS- *Connecticut

This report details a plan for adult education in Connecticut. It reviews the current state of adult education services and recommends a series of important steps to help meet adult education needs through the year 2000. A four-phase planning process that was used to focus on the critical issues and identify specific actions to meet adult education needs is summarized. The phases are: issue identification, external and internal issues analysis, strategic plan development, and implementation. Findings are then presented from the external and internal issues analyses. Four categories of external (global) issues are discussed: demographic, economic/technology, regulatory, and social/political. The analysis points to three critical factors: changing demographics, changing job requirements, and changing life patterns. The internal issues analysis focuses on the Connecticut Department of Education's organizational and operational strengths and weaknesses. Recommendations are made for a planning perspective, a policy commitment and a policy statement, directions for program improvement, and critical actions. Some study materials are appended. (YLB)

ED 282 077　　CE 047 329

Harvey, Dexter; Cap, Orest
Elderly Service Workers' Training Project. Block B: Cultural Gerontology. Module B.3.1: Communication and Adjustment.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 87
NOTE- 65p.; For related documents, see ED 273 809-819 and CE 047 321-335.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adjustment (to Environment); Aging (Individuals); Case Studies; Client Characteristics (Human Services); *Counselor Training; *Cross Cultural Training; Cultural Education; *Death; Disabilities; Ethnic Groups; Foreign Countries; French; Gerontology; Human Services; *Interpersonal Communication; Interpersonal Competence; Learning Modules; Older Adults; Postsecondary Education; Retirement
IDENTIFIERS- *French Canadians; *Manitoba

This learning module, which is part of a three-block series intended to help human service workers develop the skills necessary to solve the problems encountered in their daily contact with elderly clients of different cultural backgrounds, deals with communication and adjustment from the standpoint of the way in which French-speaking Canadians adjust to aging, disabilities, life settings, and death and dying. The first two sections discuss the importance of communication in old age and list the module's general objectives. The next section, which concentrates on communication practices that are common to French-speaking older Canadians, discusses language, leisure activities, travel, the practice of sitting in a rocking chair and talking, telephone, radio, television, attitudes toward the past, and gestures. Ways of life, habits, and impotence are examined in a section on the special ways in which French Canadian culture affects older adults' adjustment to disability. A section on adjustment to life setting includes materials on retirement, common retirement homes, itinerants, local situations, and attitudes (especially greed). The next section, which deals with concerns surrounding adaptation to death and dying, includes a discussion of death from the standpoint of French Canadian heritage. A list of selected readings and descriptions of six pertinent films are appended. (MN)

Ament, Rebecca R.
Collaboration in Adult Education. Overview. ERIC Digest No. 60.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 4p.
CONTRACT- 400-84-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Education; Agency Cooperation; Consortia; Cooperative Planning; *Cooperative Programs; *Educational Cooperation; Educational Planning; *Institutional Cooperation; Postsecondary Education; *Program Development; *School Business Relationship
IDENTIFIERS- ERIC Digests

Current issues are complex and funding is difficult to obtain as adult education providers try to meet the needs of the community, business, and industry; therefore, collaboration can be very advantageous. Information, ideas, and resources can be pooled, and duplication and harmful competition can be avoided. Four factors that are important for successful relationships are reciprocity in giving and receiving resources, system openness, trust and commitment, and flexible structure. Administrators who can identify bargaining power in their resources and who can recognize needed resources contributed by outsiders, who are willing to serve on outside committees, who have skills in human relations, and who are attentive to the details of planning and organization contribute to collaborative relationships. Several authors have suggested the following strategies for developing productive collaborative relationships: (1) identify and clearly state specific purposes for desiring a collaborative relationship; (2) develop objective criteria for selecting partners; (3) locate possible partners; (4) negotiate specific written agreements; (5) consider all ideas so that final decisions will be fully supported; (6) determine communication mechanisms and use them frequently; (7) establish monitoring and evaluation procedures to correct problems; and (8) familiarize the staff of the participating organizations with the agreements. Some of the common types of collaborative arrangements in adult education are with business and industry, professional groups, and community economic development programs. (KC)

ED 282 106 CE 047 382

Sinder, Marilyn F.
Perceived Needs for Professional Development and Support by Beginning Home Economics Teachers.
PUB DATE- Dec 86
NOTE- 11p.; A shorter version of this paper was presented at the American Vocational Association Convention (Anaheim, CA, December 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Educational Needs; *Home Economics Teachers; *Inservice Teacher Education; *Professional Development; Professional Recognition; Secondary Education; *Teacher Attitudes; Teacher Morale; Teacher Persistence
IDENTIFIERS- Illinois

A study was conducted to determine the perceived professional development and support needs for beginning home economics teachers and to determine how they use professional development and support. A census study was conducted using all beginning (having one, two, or three years of teaching experience) home economics teachers in Illinois. Seventy-seven teachers were identified and mailed a survey form, with an 86 percent response rate. Chi-square analysis for nonparametric data and Pearson correlation coefficients were used to assess data. The study found that beginning home economics teachers identified "student motivation" as their greatest professional development need, followed by "stress management." "Gifted education" and "education of the mentally handicapped" ranked highest in perceived need for additional knowledge. The professional development activities that were most frequently used were "consultation with department head," followed by "faculty meetings." "Meetings for sharing ideas with other teachers" were perceived as the most helpful form of professional development, followed by "professional meetings." The beginning teachers identified "acceptance of the importance of the subject matter I teach" as their greatest need for additional support, followed by "feedback on my teaching" and "help in reducing my workload." Additional support was also needed in the areas of praise and acceptance of subject matter. As a result of the study, recommendations were made for the school system, the college, and the professional organization to act as partners in the

socialization process of beginning home economics teachers. (KC)

Reed, Arthea, Ed.
In Spring Hearts Turn to Poetry and Love.
Assembly on Literature for Adolescents, Athens, GA.
PUB DATE- 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Adolescent Literature; Authors; Class Activities; *Creative Writing; English Curriculum; Literary Criticism; *Literature Appreciation; Local History; *Novels; *Poetry; Public Libraries; Secondary Education; Writing for Publication
IDENTIFIERS- *Romance Novels

Intended for use by junior or senior high school English teachers, the articles and features in this theme issue focus on romantic fiction and poetry for young adults. The articles and their authors are as follows (1) "The Gift of Poetry" (L. B. Hopkins); (2) "Maybe the Gallows, But Not a Tin Ear" (A. K. Helbig); (3) "A Report from the 1986 ALAN Workshop: Celebrating Young Adult Literature;" (4) "Politics, Poetry and Teaching: A Personal Journey" (A. Adoff); (5) "Seven Myths about Teaching Poetry, or, How I Stopped Chasing Foul Balls" (P. B. Janeczko); (6) "Experiencing Poetry: An Expanded View" (H. Agee); (7) "Writing from Local History: Try Historical Poetry" (M. Angelotti); (8) "From Print to Person, or How to Get an Author for Your School" (M. Wagner); (9) "Love and Lust in the Secondary Schools: Do Formula Romances Have a Place in the Schools?" (S. G. Bennett and A. Kuhn); (10) "Double Date to Double Love: Female Sex Roles in Teen Romances" (J. Litton); (11) "Why I Write...Why I Write What I Write" (N. F. Mazer); (12) "Writing as a Young Adult" (T. Larimer); (13) "Disenchantment Overdose--A New Threat to Youth?" (P. A. Wood); (14) "An Excerpt from 'Buck': Tamela Larimer's Avon Flare Award Winning Novel"; (15) "Now That You Asked" (R. Cline and E. Poe); and (16) "Bifocal Eyes: The Middle-Aged Parent Looks at Adolescent Literature through New Lenses" (S. S. Geary). (NKA)

ED 282 244   CS 210 548

Heuterman, Thomas H.
Bifurcation: How the Wapato, Washington, "Independent" Covered Japanese in the Yakima Valley, 1920-1942.
PUB DATE- 3 Aug 87
NOTE- 45p.; Paper Presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Content Analysis; *Japanese Americans; Media Research; *Newspapers; *News Reporting; Racial Attitudes; *Racial Bias; Racial Discrimination; United States History
IDENTIFIERS- Land Claims; Washington (Yakima)

Press coverage of a sizeable Japanese population in the State of Washington has gone unexamined by mass media scholars. A study of the "Wapato Independent" between the time of the alien land laws in the early 1920s and Pearl Harbor shows that while the Japanese received routine coverage of their daily activities, hostile rhetoric by community elements, such as the American Legion and farm and business groups, went unchallenged by the editor. Every issue of the newspaper between January 1, 1920, through August 20, 1942, was examined, and the articles were coded into four categories of attitudes toward the Japanese: included in the community; excluded or hostile; Japanese to Japanese; and editorials. Four major patterns of coverage emerged: (1) nearly two-thirds of the prewar stories hostile to the Japanese or excluding them from white institutions were printed during the alien land law controversy, between 1920 and 1923; (2) 83 percent of the prewar racist editorials were printed during these years; (3) between the 1920s and Pearl Harbor, stories reflecting cooperative activities were more prevalent, outnumbering those reporting divisive action 84 to 77; and (4) in the 1930s, there was considerable neutral reporting of activities of the Japanese community not involving whites. These findings indicate that while the majority of the reporting was positive or at least neutral, anti-Japanese sentiment surfaced at times of economic difficulty.

(SKC)

ED 282 271 CS 505 619

Kitao, Kenji; Kitao, S. Kathleen

Intercultural Communication Bibliography (Part 3).

PUB DATE- 5 May 87
NOTE- 51p.; For parts 1 and 2, see ED 273 125.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Communication Problems; Communication Research; *Cross Cultural Training; Cultural Awareness; Cultural Differences; Cultural Interrelationships; *English (Second Language); Foreign Countries; Higher Education; *Intercultural Communication; *Interpersonal Communication; *Multicultural Education; *Nonverbal Communication
IDENTIFIERS- *Japan

Compiled for Japanese teachers of English who are interested in intercultural communication, this bibliography is broken down into 16 subcategories. Most items in the bibliography come from primary sources, and for each source available at the Michigan State University Library, the bibliography provides call numbers. The first section lists books and journals that frequently appear in the listings, while the second lists the material on intercultural communication and its different aspects. The subcategories under which the references are grouped are: (1) general, (2) theory, (3) nonverbal communication, (4) area study (subdivided into English speaking countries, the United States, Japan, and other, (5) cross cultural study (subdivided into U.S. and Japan, and other), (6) interpersonal communication, (7) multiculture, (8) training, (9) research, (10) bilingual education, (11) culture in language teaching, (12) teaching culture, (13) teaching English, (14) counseling, (15) teaching intercultural communication, and (16) nonnative speakers and the law. (SKC)

ED 282 312 EA 019 394

Bartell, Carol A.; Willis, David B.
American and Japanese Principals: A Comparative Analysis of Excellence in Instructional Leadership.
PUB DATE- Apr 87
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). One version of the appended questionnaire (4 pages) is written in Japanese.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; *Cross Cultural Studies; Cultural Context; Educational Environment; Ethnography; Foreign Countries; *Instructional Leadership; Interviews; Leadership Responsibility; Leadership Styles; *Principals; *Role Perception; Role Theory; *School Effectiveness; Secondary Education; Social Science Research; Sociocultural Patterns; Surveys
IDENTIFIERS- *Japan

Guided by interpretive ethnographic methods and by instructional leadership concepts, this comparative study of secondary principals in Japan and America discovers characteristics of excellent principals and examines their values in relation to dominant cultural themes. The investigation applies anthropologist Clifford Goertz's assumptions (1973, 1983) about extracting significative meaning from informants' interpretations of situational experiences. From principals recognized as outstanding through a peer selection process in their own nations, researchers selected American and Japanese secondary-school principals to be surveyed through questionnaires and open-ended interviews. Responses were received from 67 American and 71 Japanese principals. Principals rate relations with teachers as a key leadership factor. Japanese principals' symbolic role derives from instructional qualities; American principals emphasize additional abilities. For both, an "effective school" possesses a positive climate, clear goals, and high student expectations. Strong leadership and student/teacher visibility characterize American principals. Japanese principals are more visible to teachers and the surrounding community and obtain instructional leadership from trust in teachers' performance. All of the principals are committed to serving others, but strategies differ--Americans approach operations directly and Japanese rely on teachers. Student achievement concerns both nations. Anthropology and education converge where the quality of human encounters is the ultimate focus. Understanding tensions between educational ideology in a national context and the principal's setting can help to construct an order congruent with values from both worlds. An eight-page bibliography and appendices are included. (CJH)

ED 282 338 EA 019 438

Lilley, H. Edward
Student Control as a Planning and Design Factor in Educational Facilities.
PUB DATE- Nov 86
NOTE- 14p.; Paper presented at the Edusystems 2000 International Congress on Educational Facilities--Values & Contents (Jerusalem, Israel, November 16-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architectural Programing; Discipline; Educational Environment; *Educational Facilities Planning; Elementary Secondary Education; *Facility Requirements; Facility Utilization Research; *Interior Design; School Role; School Size; School Supervision; Space Utilization; *Spatial Relationship (Facilities); *Student Behavior; Student Needs; Student School Relationship; Vandalism

Appropriate school facility design promotes a balance between student freedom and control. This report evaluates research on architectural approaches affecting student control and offers design recommendations. Since 1960, school discipline and vandalism problems have exploded. Senator Birch Bayh's committee reported that certain crimes are influenced by the physical setting; a logical design provides both small and large groups to work with indirect supervision. Districts have obtained federal grants to reduce vandalism, following Oscar Newman's concept of "defensible space." Three areas of design concern should be addressed: (1) spatial relationship, (2) high visibility, and (3) comfort and information. A good spatial relationship requires a distribution of adult flowspace and workstations throughout student use areas. Since vandalism and discipline problems increase with school size, reversal of the trend toward large schools could ease problems. To ensure high visibility, staff offices should be in visual contact with common use areas. Visual control allows indirect supervision without increasing workload and permits students controlled freedom. Attention to comfort and information may reduce unacceptable student behavior. Such behavior, which often results from stress, signals that needs are not being met. Noise, harsh lighting, and improper color contribute to stress. Acoustic controls, full spectrum lighting, and comfortable color schemes promote relaxation. To reach full potential, a facility should incorporate visual student control into its design. Twenty-five references are appended. (CJH)

ED 281 980 CE 046 783

The Community Health Worker. Working Guide. Guidelines for Training. Guidelines for Adaptation.

World Health Organization, Geneva (Switzerland).

REPORT NO.- ISBN-92-4-156097-5

PUB DATE- 87

NOTE- 457p.; Revised edition of The Primary Health Worker (see ED 187 871).

AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210 ($13.20).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Community Health Services; *Developing Nations; *Health Education; Health Personnel; Injuries; Medical Care Evaluation; *Medical Services; Obstetrics; *Outreach Programs; Pediatrics; Preventive Medicine; Primary Health Care; Training

This book is a revised and enlarged edition of "The Primary Health Worker," a standard teaching text and reference manual developed for community health workers and their trainers and supervisors. The new edition has been updated with practical knowledge gained during the extensive field use of the previous work. The book also incorporates new information acquired in programs sponsored by the World Health Organization (WHO) for immunization and control of diarrheal disease. The most extensive part of the book is a working guide set out in 52 training and reference units. These have been selected as representing areas where community health workers can make a significant contribution toward the solution of problems in developing countries. Chapters include knowing your community, promoting a healthy environment, keeping the family healthy, health care of women and children, treating sick people, and getting the work done. The new edition also features more advice on ways to prevent diseases and secure community support, as well as on what to do when confronted with health problems, sanitation, or accidents. Also included are precise instructions for the correct performance of such basic procedures as the disinfection of drinking water, the building of latrines, injections, and the use of mouth-to-mouth resuscitation. The remaining sections present guidelines for the trainers of community health workers and for the preparation of local editions or adaptations of this book. (KC)

Edens, Geraldine E.
Professional Socialization in Nursing.
PUB DATE- Jan 87
NOTE- 14p.; Paper presented at the Annual Research in Nursing Education Conference (San Francisco, CA, January 14-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Educational Research; Influences; Literature Reviews; *Nursing Education; Postsecondary Education; *Professional Development; Research Needs; *Self Actualization; Self Concept; *Social Influences; *Socialization; Teacher Role
IDENTIFIERS- *Professional Socialization

Professional socialization is the process by which individuals acquire the specialized knowledge, skills, attitudes, values, norms, and interests needed to perform their professional roles acceptably. The following interacting domains of potential professional self-growth can be defined as outcomes of the socialization process: self-image, role concept, attitudes, values, and personality. An examination of professional literature on the issue of professional socialization in nursing that was written between 1956 and 1985 revealed that there has been no unified framework in which to study socialization. The sociological model advocated in the 1960s has not been empirically supported in nursing. Although it is difficult to generalize results since most of the studies pertaining to nursing were limited to one or two schools, the evidence suggests that changes toward professional growth do occur in some domains as a result of the educational process. Of the 24 change studies reported in the literature, 21 were conducted in baccalaureate degree programs and 3 in diploma programs. None were conducted in associate degree programs. Thus, little is known about the effect of the educational environment in associate degree programs on the professional socialization of the nurses graduating from them. Despite the considerable changes in society, the nursing profession, and nursing education that have occurred in the last 10 years, most socialization research was done over 10 years ago. More research is also needed on the factors that contribute to the similarities and differences among the types of socialization outcomes resulting from different types of educational programs. (MN)

ED 282 050 CE 047 224

Rosenfeld, Peri
Research Issues: Nursing & Professionalization.
PUB DATE- May 87
NOTE- 21p.; Keynote address presented at the Annual Nursing Research Day (3rd, Jersey City, NJ, May 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Attitudes; Demand Occupations; Educational Needs; *Employment Projections; Higher Education; *Labor Needs; *Nurses; *Nursing Education; Sex Stereotypes; *Student Recruitment; Womens Education

Nursing has always been viewed as a "women's profession" as evidenced by the fact that 97 percent of the 1.9 million registered nurses in the United States are female. The values of helping others, altruism, compassion, and sacrifice are associated with women and with nursing. However, because many young people today do not view these values as financially rewarding, the number of nurses graduating from nursing programs is declining. Many hospitals cannot fill their vacancies, and the situation is expected to get much worse. Although this decline is occurring partly because of the generally fewer numbers of 18- to 22-year-olds in the population, the even greater decline in nursing students is a result of young women wanting to avoid "women's professions." Instead, they want to compete for the fewer jobs as physicians, dentists, and lawyers. Yet, research shows that nurses are a critical factor in patient recovery. According to one study, in hospitals where nurses had greater autonomy, intensive care patients recovered more often than in hospitals where nurses were closely supervised and denigrated by doctors. Unfortunately, "women's professions" are undervalued by society. In order to recruit more young women into nursing, the profession needs to publicize its professionalization and to have its talented women take over more responsible roles that will change the public's perception of their value. As the demand for nurses increases, so will the respect they are accorded, and more women may be willing to enter a profession that pays more attention to women's worth. (KC)

ED 282 190 CS 008 835

Success in Reading and Writing, Final Evaluation Report, 1985-86.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.
PUB DATE- Jan 87
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Research; Elementary Education; Elementary School Curriculum; English Curriculum; *Evaluation Criteria; Program Content; *Program Evaluation; Reading Instruction; *Reading Programs; Research Methodology; Student Attitudes; Teacher Attitudes; *Writing Instruction
IDENTIFIERS- District of Columbia Public Schools; *Success in Reading and Writing Program

Intended to evaluate the effectiveness of the "Success in Reading and Writing Program" of the District of Columbia Public Schools, this report was also designed to help teachers make the best use of the program and to provide administrators with information upon which to base decisions concerning its continuation. The introduction provides a description of the program, lays out its general objectives, and outlines its history. A chapter on evaluation design gives details of the objectives of the 1985-86 evaluation and explains the methodology used, and a results chapter relates findings for the 10 program objectives: (1) reading achievement, (2) language achievement; (3) writing achievement, (4) attitude toward reading, (5) promotion/retention rates, (6) reading achievement (longitudinal), (7) language achievement (longitudinal), (8) student satisfaction, (9) teacher satisfaction, and (10) principal satisfaction. A list of limitations of the study and a list of evaluator recommendations, each one page, conclude the report. Extensive appendixes contain sample lesson plans for grades 1 through 6; a copy of the evaluation design; activities coordinated/conducted by the "Success" director; the Estes Reading Attitude Scale; a discussion of holistic scoring; questionnaires for prekindergarten-kindergarten teachers, elementary teachers, students, and principals; the observation checklist; and a description of the Levels of Use Interviewing Technique. (SKC)

ED 282 204 CS 210 413

Language Arts Curriculum.
Idaho School District 241, Grangeville.
PUB DATE- 86
NOTE- 169p.; Most of the document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Design; Curriculum Guides; Educational Resources; Elementary Secondary Education; *English Curriculum; Instructional Materials; *Language Arts; Language Skills; Reading Material Selection; *Reading Writing Relationship; Speech Communication; *Speech Curriculum; Student Writing Models; Vocabulary; Writing Processes
IDENTIFIERS- Book Selection Aids

Prepared to provide direction, help develop instructional units, define skills and concept developments needed for new tasks, coordinate district language arts programs, and disseminate information to other professionals, this guide presents a kindergarten through grade 12 language arts curriculum. A foreword lists the guide's goals, and a philosophy statement specifies the components of language arts, defining it as the art of using one's language to the greatest possible extent to communicate thoughts, facts, and ideas about one's environment. Chapters on each grade from kindergarten through grade six present goals and objectives for each of the language arts components: (1) oral communication (listening and speaking skills), (2) written composition, (3) language (mechanics and usage), (4) spelling and vocabulary, (5) library skills, and (6) literature. Two sample writing process models are then listed side by side, and a selective reading list for grades one through six is provided. Next are a chapter combining goals and objectives for seventh and eighth grades, the sample writing process models again, and a seventh and eighth grade reading list. Chapters on ninth, tenth, eleventh, and twelfth grades are followed by the writing process samples and another reading list. A speech communication section for grades 9 through 12 explains the philosophy of speech communication and lays out goals and objectives for: understanding the communication process, one-to-one communication, group discussion, public speaking, and mass communication. A summary table lists language arts skills with appropriate grades for first exposure, explicit instruction and maintenance of each skill. (SKC)

ED 282 284 EA 019 323

Knight, W. Hal
Theories of Modern Management.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 31p.; Chapter 3 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administrative Organization; Elementary Secondary Education; Leadership Styles; Organizational Change; Organizational Climate; *Organizational Theories; School Administration; School Business Officials
IDENTIFIERS- Loose Coupling Theory

This chapter of "Principles of School Business Management" identifies management theories that provide a fundamental conceptual knowledge base that school business officials can use to understand the school organizational setting and its influences on the day-to-day operation of the educational process. Particular attention is paid to aspects of organizational theory and behavior that relate to the structure, climate, leadership, and development of organizations. The chapter opens by introducing each of these areas of focus, then presents an overview of the history of management theory from the traditional period prior to 1900 through the eras of scientific management, human relations, behavioral science, and systems, up to the contemporary period that began in 1975. The chapter next discusses organizational structure in depth, discussing major organizational components and the concepts of coupling. Methods for characterizing organizational climate are reviewed next, including open and closed climates, authoritative and participative organization, and the need-press model. The assessment of leadership style and its relationship to effectiveness are the chapter's next topics. The chapter concludes with an examination of the characteristics, prerequisites, and strategies for organizational development. One hundred and three footnotes are provided. (PGD)

ED 282 023 CE 047 116

Lacy, Sondra; And Others
Hazardous Materials Response Training. Level One.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.; Federal Emergency Management Agency, Washington, D.C.
PUB DATE- Oct 86
NOTE- 171p.; Also sponsored by the Arizona Division of Emergency Services.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accidents; Adult Education; Allied Health Occupations Education; Behavioral Objectives; Curriculum Guides; *Emergency Medical Technicians; Emergency Programs; Emergency Squad Personnel; *Fire Fighters; *Hazardous Materials; Job Skills; Learning Activities; *Occupational Safety and Health; *Police; Public Health; Safety; Vocational Education

This curriculum guide represents the first level of a training program for hazardous materials responders. Developed as part of Arizona's certification program for hazardous materials personnel, the training is designed for emergency response personnel (fire and police), industry personnel, and emergency medical personnel. This book is divided into three parts. Part 1 contains the instructor guides for the eight-hour training. A list of the competencies/skills and tasks appears first. The guides provide information related to each specified task within the competency. The information includes competency/skill; task; performance objective and standard; student learning experiences; suggested instructional techniques; instructional equipment, materials, and supplies; and resources. The four competencies/skills relate to hazardous materials recognition and identification, safety, capabilities and limitations of first responders, and pre-emergency planning and resources. Part 2 contains lesson plans for these lessons: introduction; detecting the presence of hazardous materials; reference materials; personnel protection and safety; characteristics of hazardous materials I, II, III; planning and scene management; and summary and review. Each lesson plan includes a brief activities outline, student objectives, content outline, slide masters, handouts, related sections of the student outline, and related test questions. Part 3 is the student outline. (YLB)

ED 282 037 CE 047 182

Sedey, John M.
Minnesota High School Follow-Up. Class of 1985: One Year Later. Tren
Data: 1978-1986. Follow-Up 86.
Minnesota State Board of Vocational-Technical Education, St. Paul.
PUB DATE- Mar 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Education; *Career Planning; *Educational Experience; Employer Attitudes; *Employment Patterns; Graduate Surveys; High Schools; *Outcomes of Education; State Surveys;

*Student Educational Objectives; Vocational Education; Vocational Followup
IDENTIFIERS- *Minnesota

This publication presents a summary of a study of senior high schools in Minnesota that used the Minnesota Secondary School Follow-Up System to collect data on the class of 1985. Chapter 1 discusses the follow-up system. Chapter 2 describes selected characteristics of the 126 schools reporting follow-up data, presents a statewide summary of the class of 1985, and presents summary data for the classes of 1977-84. Because the system was interrupted for two years, follow-up data are unavailable for the class of 1982, as well as career planning data for the class of 1983. Some findings are that 39.6 percent of the class were enrolled in a four-year college/university, 12.4 percent were enrolled in a vocational school, a fairly constant rate of almost 90 percent full-time education status had been maintained, 57.5 percent were employed, and 12.2 percent were unemployed. Chapter 3 presents a comparison of the plans versus the actual activities of the class of 1985. Findings are provided for those planning various combinations of employment and education. Chapter 4 presents information collected by a survey of employers of the class of 1985. Data is displayed in 12 tables and 19 figures, and forms and instruments are appended. (YLB)

ED 282 121 CG 019 885

McNelis, Kathleen
Using Multidimensional Scaling to Explore Biases in Implicit Job Theories.
PUB DATE- Aug 86
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; College Students; Comparable Worth; Higher Education; *Job Performance; *Job Skills; Multidimensional Scaling; *Occupational Information; *Salary Wage Differentials; *Sex Bias; Sex Differences; Theories; *Work Attitudes

The mention of a job title can trigger descriptive and evaluative associations, suggesting that people possess shared job knowledge. This study focused on the concept of implicit job theory and explored the nature of implicit theories to understand the types of information people rely on when they think about jobs and the biases that might exist. Female (N=79) and male (N=21) college students completed the Job Similarity Survey which contained all possible pair comparisons between 15 job titles (accountant, radio/television announcer, bank teller, computer programmer, dental hygienist, dietician, electrician, insurance adjuster, librarian, physical therapist, prison guard, real estate agent, reporter, elementary school teacher, telephone operator). Subjects compared job pairs on a 7-point rating scale of similarities, and also completed the Job Descriptor Survey. The three types of similarity judgments examined were based on incumbent qualifications, tasks required to perform the jobs, and typical pay. The underlying dimensions used to make the global similarity estimates about job titles were recovered using multidimensional scaling. A "male-female" dimension was uniquely identified in the pay condition. People over-relied on sex composition information when making judgments about pay. These findings have implications for the domains of job evaluation and comparable worth. (Author/NB)

ED 282 135 CG 019 902

The Health Consequences of Using Smokeless Tobacco: A Report of the Advisory Committee to the Surgeon General.

Public Health Service (DHHS), Rockville, Md.

REPORT NO.- NIH-86-2874
PUB DATE- Apr 86
NOTE- 213p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Cancer; *Diseases; *Epidemiology; *Health; Health Conditions; *Public Health; *Tobacco; Trend Analysis
IDENTIFIERS- *Smokeless Tobacco

This report on the health consequences of smokeless tobacco contains an "Introduction, Overview, and Conclusions" section and four major chapters. Chapter 1 defines the various forms of smokeless tobacco that are used in the United States and examines data pertaining to trends in prevalence and patterns of use. Methodological considerations are discussed and research needs are identified. Chapter 2 presents results of a systematic review of the world's medical literature describing experimental and human evidence pertinent to the evaluation of smokeless tobacco as a potential cause of cancer. Consensus summaries of the literature are presented in each of five categories: (1) epidemiological studies and case reports of oral cancer in relation to smokeless tobacco use; (2) epidemiological studies of other cancers in relation to smokeless tobacco; (3) chemical constituents, including carcinogens of smokeless tobacco; (4) metabolism of constituents of smokeless tobacco; and (5) experimental studies involving exposing laboratory animals to smokeless tobacco or its constituents. Chapter 3 addresses the health effects of smokeless tobacco use on the oral tissues through a systematic review of the relevant scientific literature of animal and human studies. Chapter 4 examines the consequences of exposure to nicotine from smokeless tobacco. The report concludes that the oral use of smokeless tobacco represents a significant health risk, can cause cancer and a number of noncancerous oral conditions, and can lead to nicotine addiction and dependence. (NB)

ED 282 149 CG 019 916

Gold, Dolores; And Others

Verbosity in Elderly People: Measurement and Correlates.

SPONS. AGENCY- Natural Sciences and Engineering Research Council, Ottawa (Ontario).
PUB DATE- Nov 85
NOTE- 30p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Foreign Countries; Interpersonal Relationship; *Older Adults; *Personality Assessment; Personality Measures; *Predictor Variables; *Speech Communication; *Verbal Communication
IDENTIFIERS- Canada; *Verbosity

Although verbosity in normal, healthy adults is a phenomenon that has been noted by researchers, the development of verbosity and its significance in relation to human aging has not been systematically examined. Verbosity is described as a pattern of off-target conversation characterized by intrusion of inappropriate information. Two studies were performed to develop measures of verbosity in elderly people and to determine the social and psychological correlates of verbose speech. In the first study, 346 elderly people were classified into three categories of verbosity on the basis of their verbal behavior during an interview and questionnaire session. Personality variables, stress in daily living, and age differentiated extremely verbose individuals from others. In the second study, quantitative ratings of frequency and extent of off-target speech were made for the verbal behavior of 203 older men, with a second rater independently making the same ratings for 98 of the men. Classification into the three categories of verbosity was made for 185 of the men. Rater reliability was established at .76 and .70 for the two measures of verbosity. There was significant agreement between the qualitative classification and the quantitative rating assessments of verbosity. In addition to the previously found associations between verbosity and personality variables, stress and age, greater declines in non-verbal intelligence from early adult levels predicted verbosity in late life. (Author/KS)

ED 282 164 CG 019 932

Koki, Stanley I.
The Children and Youth At-Risk Effort in Hawaii.
PUB DATE- Mar 87

NOTE- 15p.; Paper presented at the Annual Meeting of the Northwest Regional Educational Laboratory (1st, Portland, OR, March 4-5, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Diagnosis; *Educational Improvement; Educational Innovation; Elementary Secondary Education; *High Risk Students; Needs Assessment; *Program Development; *Student Needs; Student Placement
IDENTIFIERS- *Hawaii

The Hawaii Project on Children and Youth At-Risk represents a long-term effort to strengthen the individual school's capacity to meet the special needs of students at-risk. According to the project's definition, a student is at-risk if he/she has consistently failed to make satisfactory school progress, if that failure could be positively correlated with risk indicators, and if the probability of failure could be reduced through the delivery of educational services. Academic, psychological, and social-behavioral indicators of at-risk students, and 15 at-risk populations, were identified by the study. Existing statewide programs for at-risk students which tended to remove students from the mainstream curriculum were reviewed and the project decided that at-risk students would be best served in the regular classroom. The at-risk study then identified 10 major points of contrast between successful and at-risk students and formulated 16 recommendations for augmenting the regular education program to serve the at-risk student. An at-risk project is currently being considered to develop mechanisms for assisting schools in implementing elements of effective schooling for successful and at-risk students. The major features of this long-term educational improvement plan include: (1) support for the school as the unit of change; (2) use of community education as a process for networking; (3) application of a cooperative action research strategy; and (4) integration of elements from established and experimental programs. (NB)

ED 282 178 CS 008 806

Graves, Ruth, Ed.

The RIF Guide to Encouraging Young Readers. A Fun-filled Sourcebook of over 200 Favorite Reading Activities of Kids and Parents from Across the Country, Plus an Annotated List of Books and Resources.

Smithsonian Institution, Washington, D. C. National Reading is Fun-damental Program.

REPORT NO.- ISBN-0-385-23632-8
PUB DATE- 87
NOTE- 324p.
AVAILABLE FROM- Doubleday and Company, Inc., 245 Park Ave., New York, NY 10167 ($8.95 softcover--ISBN-0-385-23632-8; hardcover--ISBN-0-385-24110-0).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; Elementary Education; *Learning Activities; *Motivation Techniques; Parent Participation; *Parent Role; Parent Student Relationship; Preschool Education; Reading Attitudes; *Reading Games; *Reading Habits; Reading Interests; *Reading Materials
IDENTIFIERS- *Reading Motivation

Based on the notion that reading is both fun and fundamental, this book contains a stimulating array of activities that parents can use to engage their children in reading from the toddler stage through primary school. The first section provides information on how to use the guide, and some tips for encouraging young readers. The second and major portion of the guide provides specific activities to encourage young readers, divided into several areas including the following: (1) read aloud activities, (2) ways to use the local newspaper for reading fun, (3) rainy day ideas, (4) how to use television as a springboard to reading, (5) how to use the four seasons to spark interest in reading, and (6) ideas that lead from writing to reading and back again. General age ranges are suggested for each activity and all activities allow for substitution and embellishment. The third section presents an annotated booklist of more than 200 quality publications categorized by age group. Further resources for parents and children are suggested in the final section, some with annotations, including books and periodicals for parents, booklists, magazines and book clubs for children, and relevant organizations. (JD)

ED 282 258 CS 210 585

Allen, Craig M.
Grey Area in the Blue Skies.
PUB DATE- Aug 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Accident Prevention; Aircraft Pilots; *Air Transportation; Broadcast Industry; *News Reporting; *Occupational Safety and Health; Radio; Television

IDENTIFIERS- *Helicopters; *News Reporters

A number of flight accidents in recent years have made the use of helicopters in news coverage controversial. Radio or television reporters are sometimes asked to fly under unsafe conditions simply because competing stations have sent up their reporters. Although pilots have the right to refuse to fly if they feel conditions are dubious, they too may be influenced by journalistic pressures. The National Broadcast Pilots' Association was formed in 1986 and plans soon to initiate flight guidelines that cover (1) specific minimum conditions for flight, (2) enforcement of pilot veto power, (3) mandatory written policies, and (4) withholding story information from pilot. Since any policy decision remains in the hands of executives, 120 news directors were sent questionnaires about the use of helicopters for reporting the news. Responses indicated that executives generally do not perceive a problem in "helicopter journalism" and have little interest in industry-wide guidelines. Only a few stations indicated that they have implemented their own guidelines. The results indicated a number of misconceptions: three news directors insisted that the FAA regulates their use of helicopters, but in fact the FAA is not involved in "helicopter journalism." Others said that guidelines would violate free press rights. Issues raised by this study require further examination, particularly in light of the 10 deaths that occurred in news helicopter crashes during 1986. (Tables of data and a list of 23 references are included.) (AEW)

ED 282 272 CS 505 621

Cline, Rebecca J.

Communication and Cancer: The Role of Health Communication Specialists in Achieving National Health Goals.

PUB DATE- May 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cancer; Consumer Education; Disease Control; Futures (of Society); Health Activities; *Health Education; Health Needs; Health Occupations; Life Style; Mass Media; Physical Health; *Preventive Medicine; *Public Health; Public Relations; Public Service
IDENTIFIERS- *Health Attitudes; Health Care Costs; Health Communication; Health Promotion; National Cancer Institute

Proceeding from the implicit message promoted by the National Cancer Institute to the communication profession--expertise in health communication is central to the effort to alleviate the costs of the national burden placed on the economy because of cancer--this paper proposes the development of health communication as a career. Specifically, the paper (1) identifies extra-disciplinary forces that are demanding development and expansion of the health communication specialty, (2) develops a case study to identify specific roles and functions of health communication specialists, and (3) identifies key components of a coherent program for training health communication specialists for the future. Following a brief overview, the essay considers some exigencies for the emerging specialty: a new focus on prevention, led by national health agencies formulating communication campaigns; the cost of ineffective communication to health professionals; and the public's new role as health consumers, as opposed to passive participants. The essay then analyzes the dissemination work undertaken by the Office of Cancer Communication and discusses some general objectives for an awareness program for cancer prevention. The final section of the essay examines the potential development of health communication education for the future, specifically by the year 2000, listing types of specialists needed, components that health communication education programs should include, and curricular resources. A short conclusion treats the significance of the new specialty to the nation's health. A comprehensive list of references is appended. (NKA)

ED 282 299 EA 019 338

Natale, Joseph L.

School District Purchasing.

Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 31p.; Chapter 18 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Role; Cost Effectiveness; Elementary Secondary Education; Equipment; Expenditures; Facility Inventory; Methods; *Purchasing; School Business Officials; *School Districts; Supplies; Systems Approach

This chapter of "Principles of School Business Management" discusses the effective management of purchasing processes in a school district. These processes include obtaining materials, supplies, and equipment of maximum value for the least expense, and receiving, storing, and distributing the items obtained. The chapter opens with an overview of the principles, ethics, and methods of purchasing, and of the use of standardized lists to facilitate bidding processes. The chapter next addresses procurement procedures. Basic procedural principles, alternative ways of characterizing the steps in the procurement process, and statutory requirements are considered. The administrative aspects of the procurement process are the chapter's next topic, including (1) the purchasing official's authority within the context of the district administrative structure; (2) the establishment of written policies, regulations, and guidelines for the purchasing process; and (3) the integration of budgeting and recordkeeping functions with purchasing processes. The chapter then turns to warehousing and distribution, touching on the location of supply storage and the essentials of inventory control. The chapter concludes with a treatment of purchasing from a systems approach; functional and organizational analysis, system management, and the use of a system manual are covered. Relevant sources are cited in 29 notes. (PGD)

ED 282 326 EA 019 421

Grimmett, Peter P.; Crehan, E. Patricia

A Study of the Effects of Supervisors' Intervention on Teachers' Classroom Management Performance.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

PUB DATE- 31 May 87

NOTE- 41p.; Paper presented at the Annual Meeting of the Canadian Association for Teacher Education (Hamilton, Ontario, Canada, May 31-June 3, 1987).

GRANT- 410-85-0339; 410-86-2014

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Administrator Role; Classroom Observation Techniques; *Classroom Techniques; Elementary Secondary Education; *Instructional Improvement; Intervention; Principals; Supervisors; *Teacher Effectiveness; Teacher Supervision; Workshops

The research on supervision and school effectiveness suggests that principals acting as supervisors of instruction make a difference in teacher performance and pupil learning. This study investigated whether effective clinical supervision requires supervisors who practice certain strategies and procedures as they dialogue with supervisees, or whether the mere acquisition by supervisors and/or supervisees of research-verified knowledge about classroom management is sufficient to bring about an improvement in classroom teaching. Two sets of data were collected from 15 randomly selected dyads composed of a principal and a teacher, one set before and one set after a school improvement workshop. Utilized were four study groups: (1) principals but not teachers participating in workshops (4 dyads), (2) principals and teachers participating (4 dyads), (3) teachers but not principals participating (3 dyads), and (4) neither principals nor teachers participating (4 dyads). Findings indicate that supervision may be more effective when both principals and teachers are provided with the same research-based knowledge about classroom management, and that principal-led supervision may not be the most useful approach to improving classroom management. Conceptual levels and various demographic variables are also considered in relation to supervision in classroom teaching performance. Included are 58 references, 8 tables, and 2 appendices. (WTH)

ED 282 353 EA 019 457

Perspectives on Racial Minority and Women School Administrators.

American Association of School Administrators, Arlington, VA. Office of Minority Affairs.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 83
NOTE- 40p.; For a related document, see EA 019 449.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, Office of Minority Affairs, 1801 North Moore Street, Arlington, VA 22209 ($6.50 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Civil Rights; Elementary Secondary Education; Employed Women; Employment Practices; *Equal Opportunities (Jobs); *Ethnic Discrimination; Ethnic Groups; *Minority Groups; Minority Group Teachers; Questionnaires; School Districts; School District Size; Sex Discrimination; *Superintendents; Surveys; *Women Faculty

This report provides results from a survey of school districts headed by racial/ethnic minority and by women superintendents. The document contains three sections. Section 1, "Profiles of School Districts Headed by Women and Racial-Ethnic Minority Superintendents," outlines survey methods and identification of respondents. Characteristics of districts headed by women and minority superintendents are described. Trends concerning women superintendents and their districts include: (1) districts were larger in 1982-83 than previously; (2) women head fewer unified districts relative to the nationwide percentage; and (3) women tend to head small districts in suburban areas. Conclusions about minority superintendents and their districts include: (1) districts are larger than those headed by women; (2) a larger proportion of minority than women superintendents head unified districts; and (3) locations are urban and suburban. Section 2, "A State by State Look at Women and Minorities in School Administration," presents tables and discussion of female and minority representation in each state. "Black School Administrators: A Review of Their Early History, Trends in Recruitment, Problems, and Needs," section 3, gives a historical overview and recent employment trends. Problems faced by black administrators and needs for achieving career growth are identified. Questionnaires and references are included. (CJH)

ED 281 995 CE 047 069

Clark, Lisa K.

Dropout and Persistence in Adult Basic Education.

PUB DATE- 86
NOTE- 87p.; Master's thesis, North Carolina State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Persistence; *Adult Basic Education; Disadvantaged; Dropout Characteristics; *Dropout Prevention; *Dropout Research; *Dropouts; Program Improvement; Research Methodology; *Research Problems; Student Characteristics

A review of research on dropouts from adult basic education (ABE) reveals several theoretical models relevant to the study of dropout and persistence in ABE, shows specific variables related to dropout behavior, provides insights as to who drops out and why, identifies some characteristics of disadvantaged adult learners, and reveals some problems with existing ABE programs. However, a great deal of research on dropouts and persistence in ABE has focused on classifying who is dropout prone, particularly in terms of sociodemographic attributes, but has failed to probe the reasons why learners drop out or to address how dropout can be prevented. The tendency to minimize the significance of situational variables and to view them as simply beyond the control of ABE programs seems to reflect the belief that high dropout rates must stem from the failure of students rather than weaknesses in program structure or services. Very little research has attempted to illuminate the relationship between instructional strategies and dropout/persistence in ABE. For the most part, research on dropout and persistence in ABE has attempted to examine specific variables in isolation, often ignoring the interaction of a given factor with other related factors. Finally, it appears that conclusions about dropout behavior are usually based on the opinions of teachers and administrators but rarely consider the perspectives of ABE students. (KC)

ED 282 064 CE 047 279

Thompson, Paul B.
Teaching Agricultural Ethics in the Agricultural Economics Curriculum. Faculty Paper Series 86-5.
Texas A and M Univ., College Station. Dept. of Agricultural Economics and Rural Sociology.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Education; Agricultural Trends; *Agriculture; Controversial Issues (Course Content); Course Content; Course Organization; Course Selection (Students); Elective Courses; *Ethics; Higher Education; Interdisciplinary Approach; Introductory Courses; *Philosophy; Teaching Methods

The undergraduate course in agricultural ethics has been under development at Texas A&M University for four years. The course that has evolved is the result of discussion between the philosophy and agriculture departments. The course attempts to incorporate basic economic principles that affect agriculture as well as to tie these principles to various philosophical approaches. Basic writing and thinking skills also must be taught to some of the students. Four groups of students usually take the course: agricultural economics majors, agronomy majors, other agriculture majors, and liberal arts students. The course is an elective and students are usually registered voluntarily. The course starts with a reading of John Steinbeck's "The Grapes of Wrath" as a lead-in to discussion of structural changes in agriculture from the family farm to large commercial farming and of the use and misuses of land. Other readings in both economics and philosophy are required. Classes are conducted by the Socratic discussion method, and the teacher attempts to respect all students' points of view, while challenging superficial answers. Students are required to keep journals, answer short essay questions, and write a paper analyzing an additional reading. Although the course does not reach the original goals of high-level philosophical discussion, it does provide an introductory philosophical discussion and served a neglected area in the agriculture curriculum. (KC)

ED 282 107 CE 047 383

Jones, E. I.
Open Higher Vocational Education in New Zealand.
PUB DATE- Aug 84
NOTE- 55p.; Paper presented at the International Conference on Open Higher Education (Bangkok, Thailand, August 13-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Developing Nations; *Distance Education; Educational Opportunities; *Equal Education; Foreign Countries; Open Universities; Postsecondary Education; *Vocational Education
IDENTIFIERS- *New Zealand Technical Correspondence Institute

In developing countries, the demand for educational dollars is greater than the supply. Priorities must be selected for open higher education in both methods and subject matter. Developing countries should give a higher priority to vocational education. Since well before World War II, distance education has been available in New Zealand. Successive governments have taken the view that no matter where a student lives he/she is entitled to equal opportunities for education at all levels. At New Zealand Technical Correspondence Institute (TCI), the largest element of growth of open higher vocational education has been the development of technician courses. Because of the increasing demand for TCI to offer courses that require a measure of hands-on experience, students must attend a block course. Quality controls on the final product are exercised by limiting enrollment at TCI to those employed in or expecting to enter a particular job or occupation. The principal educational media are the written and printed word. Study programs, called assignments, are supplemented with audiotapes. The lack of a national educational strategy is unfortunate in view of the benefits to developing nations with open higher distance education and its importance in the future. (Appended materials include outlines of courses and modules and information concerning the Technicians Certification Authority.) (YLB)

ED 282 219 CS 210 506

Marsh, David D.; And Others

Factors Influencing the Transfer of Bay Area Writing Workshop Experiences to Classrooms.

PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; Inservice Teacher Education; Program Development; Program Evaluation; *Program Implementation; Staff Development; *Teacher Workshops; *Teaching Methods; *Writing Instruction; Writing Research
IDENTIFIERS- *Bay Area Writing Project; Dependents Schools

A study was conducted to determine the extent of implementation of the Bay Area Writing Program (BAWP) and how the extent varied for different components of the program or for the elementary versus secondary level. The role of staff development in helping teachers use the program--which emphasizes prewriting, writing, and rewriting phases--was also examined. The study took place within the Department of Defense Dependent Schools (DODDS) system in Europe. Representative teachers from four inservice programs participated, and an interview was conducted with each teacher to determine the extent to which several components of the BAWP had been implemented in the teacher's classroom and the teacher's ideas about what had helped or hindered the process. Each participant's use (1) of the writing process, (2) of peer response groups, and (3) of writing with students was also determined. Another interview obtained qualitative data concerning teachers' beliefs, characteristics, and the organizational factors that influenced the extent and nature of implementation. Differences in implementation by workshop mode were statistically significant for both elementary and secondary teachers. The extent of implementation of the BAWP components was clearly linked to the intensity of the staff development mode. (Twenty references are included.) (AEW)

ED 282 232 CS 210 526

Fulwiler, Toby
Guidelines for Using Journals in School Settings. Approved by the NCTE Commission on Composition.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- Jun 87
NOTE- 3p.; A SLATE (Support for the Learning and Teaching of English
Starter Sheet.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Controversial Issues (Course Content); Elementary Secondary Education; Guidelines; Higher Education; Instructional Improvement; *Privacy; Student Participation; *Teaching Methods; Theory Practice Relationship; *Writing Exercises; *Writing Instruction
IDENTIFIERS- *Student Journals

Intended to help teachers avoid the problems of privacy posed by asking students to keep journals or personal notebooks, this starter sheet outlines some of the assumptions behind journal assignments and suggests guidelines for assigning journals. The first section presents a list of assumptions about the connections between thought and language that represent strong pedagogical reasons for asking students to keep journals. The second section discusses how writing in journals helps students interact with and respond to the material being learned and lists a variety of specific, practical reasons for assigning journals. The third section presents the following guidelines for assigning journals: (1) explain that journals are not diaries but are concerned with the content of the course; (2) ask students to buy loose-leaf notebooks and to hand in only those pages that pertain directly to the class; (3) suggest that students divide their journals into several sections, one for each course; (4) ask students to write short journal entries in class; (5) do something active and deliberate with what students have written; (6) award points for student journals, but do not grade them; (7) respond only to those journal entries that pertain specifically to the class; and (8) at the end of the term, ask students to organize their entries and to review what they have written. (JD)

ED 282 245 CS 210 549

Benjamin, Louise M.

Campaign Policies, Broadcasters, and the Presidential Election of 1924.

PUB DATE- Aug 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Mass Media Effects; *Policy Formation; Political Influences; *Presidential Campaigns (United States); *Programing (Broadcast); *Radio
IDENTIFIERS- *Broadcast History; *National Association of Broadcasters

The policies initiated by broadcasters for campaign coverage during the 1924 presidential election influenced the treatment of political candidates on the air and helped set the stage for inclusion of the equal opportunities clause in the Radio Act of 1927. AT&T, RCA, and General Electric formed policies to treat candidates fairly in allocating air time and assessing charges. Radio covered the conventions and the campaigns in an equitable fashion, thereby setting a precedent for subsequent elections. In addition, candidates were afforded equal opportunities to use broadcast facilities, and costs for the same services were uniform. The media companies also initiated policies to provide fairness in coverage. The National Association of Broadcasters urged its members to provide equal time to both major political parties and their candidates. Conventions of the major parties were covered at no charge to the broadcasters for the rights to the radio coverage. Only the costs associated with the broadcast itself were assessed the stations which carried the events. Political speeches and the other broadcasting needs of the candidates were paid for by the candidates or their political parties. As a result of these 1924 practices, today conventions and other public forums are covered without charge to the candidates, while candidates pay for other materials such as political advertising. (Sixty-two footnotes are appended.) (Author/JD)

ED 281 981 CE 046 800

Sheek, G. William
A Nation for Families: Family Life Education in Public Schools. A Handbook of Realities, Recommendations and Resources for Educators, Administrators, and Community Leaders.
American Home Economics Association, Washington, D.C.; National Academy for Families, Washington, DC.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- ISBN-0-8461-1418-6
PUB DATE- 84
NOTE- 93p.
AVAILABLE FROM- American Home Economics Association, 2010 Massachusetts Avenue, NW, Washington, DC 20036-1028 ($8.50; 10 or more--10% discount).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Relations; Curriculum Development; Disabilities; Educational Innovation; *Educational Practices; Educational Research; Elementary Secondary Education; *Family Life Education; Home Economics Teachers; Inservice Teacher Education; *Program Effectiveness; Special Education; Surveys; *Teaching Methods; Values Education
IDENTIFIERS- *Impact; Impact Studies

This handbook for educators, administrators, and community leaders shows how innovative and outstanding programs can demonstrate by example. It offers helpful guidelines and models, raises and comments upon present and future issues, and suggests valuable resources. Chapter 1 defines family life education by discussing its importance and addressing areas in which confusion over family life education exists. Chapter 2 comments on external and internal factors that contribute to family well-being. Chapter 3 profiles family life education practices at the local and state/territorial levels. Chapter 4 provides a comprehensive analysis of 14 "innovative and outstanding" family life education programs. The common components that have contributed to their achievements are divided into two categories: community relations and educational particulars. The analysis is interspersed with information from state guidelines and commentaries on ways to improve programs using these components. Chapter 5 addresses three needs: community acceptance, continuing education for educators, and evaluation of the impact on students. Chapter 6 deals with three emerging areas of essential importance for the future: curriculum, computer technology, and values education. Appendixes include extensive listings of reference books and articles, textbooks and curriculum materials, teacher guides and books, audiovisual resource material, and resource organizations. (YLB)

ED 282 051 CE 047 225

Duke, Christopher; And Others
Immigration, Adult Education and Multiculturalism in Australia.
Australian National Univ., Canberra. Centre for Continuing Education.
REPORT NO.- ISBN-0-9587728-0-0
PUB DATE- 86
NOTE- 163p.
AVAILABLE FROM- Centre for Continuing Education, Australian National University, GPO Box 4, Canberra, Australian Capital Territory 2601 ($20.00; 20 or more--20% discount).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Education; Attitude Change; Comparative Education; *Cultural Pluralism; Educational Attitudes; *Educational Philosophy; *Educational Policy; English (Second Language); Foreign Countries; *Immigrants; Migration; Multicultural Education; Postsecondary Education; Second Language Instruction; Vietnamese People
IDENTIFIERS- *Australia

The study described in this report reviews adult education relevant to immigration and multiculturalism in Australia. The report is presented in three parts. The first part examines the background and context of adult education programs intended for immigrants and for a multicultural society. The first of two chapters presents the historical and social background of immigration policies and practices since World War II, and the second chapter sketches the development of adult education within this context. The central part of the report, containing six chapters, reviews the main

programs and practices of adult education for immigrants and for a multicultural society. Chapter 3 examines on-arrival and ongoing programs; chapter 4 describes the programs and approaches within technical and further education in New South Wales. Chapter 5 contains an account of relevant work in universities and colleges, especially concerning English as a second language. The next chapter looks at efforts toward the enrichment of knowledge in a multicultural society for both non-English speaking and Anglo-Celtic groups. Chapter 7 looks at the severe problems confronting those with overseas qualifications who are seeking recognition and the right to practice in Australia. Finally, adult education intended to change attitudes is analyzed in chapter 8. The third part of the report discusses meanings, perceptions, attitudes and responses concerning multiculturalism in chapter 9, as a lead-in to more specific issues as they affect education. Chapter 10 is a case study of Vietnamese people in Sydney. The concluding chapter draws together the implications of the report. (KC)

ED 282 078 CE 047 330

Harvey, Dexter; Cap, Orest
Elderly Service Workers' Training Project. Block B: Cultural Gerontology. Module B.4: Native Culture.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 87
NOTE- 35p.; For related documents, see ED 273 809-819 and CE 047 321-333.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Aging (Individuals); *Canada Natives; Client Characteristics (Human Services); *Counselor Training; *Cross Cultural Training; *Cultural Background; Cultural Differences; Cultural Education; Foreign Countries; Gerontology; Human Services Interpersonal Competence; Learning Modules; *North American Culture; Older Adults; Postsecondary Education
IDENTIFIERS- *Manitoba

This learning module, which is part of a three-block series intended to help human service workers develop the skills necessary to solve the problems encountered in their daily contact with elderly clients of different cultural backgrounds, deals with the cultural heritage of Native Canadians. The module begins with a brief introduction and listing of objectives. The first main section describes several aspects of Canadian history that have contributed to cultural changes among Native Canadians. Some of the difficulties and predicaments that the elder Native populations experienced after the arrival of the first European immigrants are examined. The importance of the Native culture for elders of Native origin is stressed in a section dealing with such aspects of custom and tradition as economics, Indian spirituality (religion), Native celebrations, and diet. A list of selected readings and descriptions of 10 pertinent films are appended. (MN)

Naylor, Michele
Effective and Ethical Recruitment of Vocational Education Students. Overview. ERIC Digest No. 61.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 4p.
CONTRACT- 400-84-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Ethics; *Marketing; Program Development; Secondary Education; *Student Recruitment; *Vocational Education; *Vocational Schools
IDENTIFIERS- ERIC Digests

Vocational education has suffered enrollment problems simply because there are fewer students today than a few years ago. Other factors that have hurt vocational enrollments include recent efforts to increase the number of academic credits required for graduation, and in the case of area vocational-technical schools, negative attitudes toward vocational education on the part of sending school personnel. As a result, vocational educators must either reassess their existing marketing and recruitment strategies or develop such programs. Educational marketing and recruitment campaigns must not, however, be developed without a strong concern for the ethicality of all strategies used. Perhaps the easiest way to define ethical recruitment is to begin by examining what is unethical. Some college tactics that either approach or go beyond ethical bounds include gimmickry, deception, payment for enrollees, no-need scholarships, early deadlines, and overadmission. The key to successful recruiting is to strike a balance between vocational education's special service orientation and the need to address the problem of declining enrollments in an effective manner. Based on recruitment strategies found in Pennsylvania and Florida vocational education programs, the following principles of sound marketing are recommended: (1) research the market; (2) be visible; (3) be thorough; (4) be aggressive; (5) meet the competition head on; and (6) practice the fundamentals of good marketing. (KC)

ED 282 191 CS 008 836

Vosniadou, Stella; And Others
What Causes Children's Failures To Detect Inconsistencies in Text? Representation vs. Comparison Difficulties. Technical Report No. 401.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 28p.; Portions of this report were presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1984).
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Critical Reading; Elementary Education; Grade 1; Grade 3; Grade 5; *Inferences; Protocol Analysis; *Reader Text Relationship; Reading Comprehension; *Reading Difficulties; *Reading Processes; Reading Research; Reading Skills; *Recall

(Psychology)
IDENTIFIERS- *Inconsistency; *Text Structure

Two experiments investigated whether elementary school children's difficulties in detecting inconsistencies in text are related to their failure (1) to represent each of two inconsistent propositions in memory or (2) to compare the representations of the inconsistent propositions to each other once each has been represented in memory. Overall, three kinds of inconsistencies were considered: falsehoods (a textual proposition that conflicts with a potentially known fact), factual contradictions (two textual propositions that conflict and one of these propositions is a potentially known fact), and textual contradictions (two textual propositions that conflict and neither is a known fact). In the first experiment, 80 first, third, and fifth grade children were asked to detect familiar falsehoods and unfamiliar factual contradictions in narratives. Results showed that the familiar falsehoods were easier to detect than the unfamiliar factual contradictions. When the familiarity variable was controlled in the second experiment, however, no differences in inconsistency detection were observed between the three variables. In both experiments, an analysis of the recall protocols indicated that detection failures were related more to incomplete recall of the inconsistent information than to difficulty in comparing the inconsistent propositions. Further, results indicated that children's inconsistency detection failures are related more to difficulties in forming accurate mental representations of textual propositions than to difficulties in comparing the inconsistent information once it is represented in memory. The results suggest that greater attention should be paid to the conditions that facilitate text representation, since those conditions are likely to affect comprehension monitoring as well. (Author/JD)

ED 282 205 CS 210 415

Facts about Newspapers '87: A Statistical Summary of the Newspaper Business.

American Newspaper Publishers Association, Washington, D.C.

PUB DATE- Apr 87
NOTE- 29p.; For the '85 and '86 Facts, see ED 260 411 and ED 268 539, respectively.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advertising; *Employment Patterns; *Expenditures; Foreign Countries; Journalism; *Newspapers; *Statistical Distributions; Statistics
IDENTIFIERS- Canada; Media Use; *Newspaper Circulation; United States

Attesting to the continuing economic strength and institutional vitality of the newspaper business in 1987, this booklet presents a statistical summary of the industry in the United States and Canada. The statistics cover a wide range of topics, including (1) number of daily newspapers; (2) daily newspaper circulation; (3) single copy sales price; (4) daily newspaper advertising volume, expenditures, and content; (5) newsprint consumption and prices; (6) employment; (7) weekly newspaper circulation; (8) the 20 largest newspapers in 1986; and (9) Canadian newspaper circulation and advertising. A section of additional facts about the newspaper industry is included, as is information on the American Newspaper Publishers Association. (HTH)

ED 282 285 EA 019 324

Jones, Thomas H.
Taxation for Education.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 30p.; Chapter 4 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Property Taxes; School Business Officials; *School Taxes; Tax Effort; Tax Rates
IDENTIFIERS- Income Taxes; Sales Taxes

This chapter of "Principles of School Business Management" provides a basic understanding of the mechanics of the various taxes used to raise money for education, the extent to which these taxes are utilized, the way they interrelate, and the criteria that can be used when judging their relative advantages and disadvantages. The chapter opens with a discussion of the specialized concepts associated with the field of taxation, introducing new terminology and the technical considerations underlying current tax issues. The chapter then describes each major tax in some detail. These taxes include income taxes, sales taxes, local property taxes, and various minor taxes. Special attention is paid to property taxes because of their importance in school finance. The next part of the chapter reviews the criteria used for judging the value and suitability of taxes, including their relationship to ability to pay, their equality of impact, the benefits they provide, their costs, their stability as sources of revenue, and their effects on human behavior. Tax trends affecting the late 1980s are reviewed in the final portion of the chapter. A table presenting the relative tax effort in the 50 states is provided for selected years from 1967 through 1981. Thirty-four footnotes cite references or provide supplementary information. (PGD)

ED 282 313 EA 019 407

Reed, Donald B.; And Others
Social Control and the Qualitative and Quantitative Research Traditions.

PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Policy; *Educational Research; Elementary Secondary Education; *Qualitative Research; *Research Methodology; *Social Control; Social Science Research; *Statistical Analysis
IDENTIFIERS- *Authority; *Power

The rediscovery of qualitative research in education in the 1970s has fanned the debate among proponents of both qualitative and quantitative traditions. This paper demonstrates implications of each research tradition for educational policymaking. Grounded in finding solutions to practical problems, educational research has had two purposes: to develop understanding and to allow for prediction and control. The qualitative approach is especially suited for describing and explaining social phenomena, whereas quantitative research emphasizes prediction and control. This paper treats social control mechanisms as employing either authority or power relationships. Using Mitchell and Spady's concept, one might conclude that qualitative researchers approach social phenomena from an authority (or authentic) perspective and form conclusions based on individuals' interactions in social situations. Quantitative researchers, on the other hand, take a power orientation toward subjects and base conclusions on power notions of social control. Since schools are human transformational organizations, they are ill served by a quantitative research approach. The latter's stress on measurable behavior cannot characterize individuals' subjective experiences and meanings, or offer a methodology to discover them. The qualitative tradition has more potential for making major contributions. Quantitative methods have had few serious policy implications despite dominating educational research for nearly 70 years. Included are 2 figures and 28 references. (MLH)

ED 282 339 EA 019 439

Wolfe, Maxine
Institutional Settings and Children's Lives: An Historical, Developmental and Environmental Perspective on Educational Facilities.
PUB DATE- Nov 86
NOTE- 22p.; Paper presented at the Edusystems 2000 International Congress on Educational Facilities--Values & Contents (Jerusalem, Israel, November 16-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Design Requirements; Educational Change; Educational Environment; *Educational Facilities Design; Elementary Secondary Education; *Foundations of Education; Learning Theories; Psychological Studies; Social Control; *Socialization; *Social Theories; Student School Relationship; *Theory Practice Relationship
Taking the perspective of environmental psychology, this paper interprets the influence of educational settings upon children's socialization. The physical environment and the social structure it reflects determine the nature of information acquired during socialization. Socialization functions, long assumed by institutions such as schools, are linked by a system of institutions. Children must follow institutional roles or be punished. Historically, the poor, minorities, and those not following traditional sex roles are punished. Many reform efforts have cited schools' environmental conditions to justify changes. Open-space classrooms labeled poor and minority students as unable to "handle" a perceived lessened amount of structure. Political conservatism has brought a "back to basics" movement; poor populations are left with bare essentials. Discrepancy between rhetoric and reality thus reflects constraints placed on educational environments by institutional assumptions. Spontaneity is viewed as impulsivity, necessitating historical norms of control and authority. The implicit goal of conformity is achieved by the overt goal of independence--granted if the child conforms to goals of the setting. Because institutions are resistant to change, children should be given projects that empower change in themselves. Research and historical study should open up alternative environments and futures. Two reference pages and several children's drawings are appended. (CJH)

ED 282 009 CE 047 095

Are Credit Card Rates Too High? At Home with Consumers. Volume 8, Number 1.
Direct Selling Education Foundation, Washington, DC.
PUB DATE- May 87
NOTE- 9p.
AVAILABLE FROM- Direct Selling Education Foundation, 1776 K Street, NW, Washington, DC 20006.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Consumer Education; *Credit (Finance); Economics; *Interest (Finance); *Loan Repayment
IDENTIFIERS- *Credit Cards

The four articles in this journal issue examine the pros and cons of the proposition that credit card rates are too high. In "How Congress and Consumers Will Crack the Credit Card Market," Congressman Charles E. Schumer argues that banks can get away with their excessive rates because of consumer misinformation and the unfair competitive edge held by the larger banks that set the tone for the high rates. He therefore recommends the passage of legislation that would require credit card companies to make a full disclosure of their charges before the consumer obtains a card (rather than after as is currently allowed). In "Bank Credit Cards: An Important Financial Option," Jerry D. Craft makes the case that bank card rates are service rates rather than interest rates and that credit cards have high administrative costs, are affected by fraud, and are actually one of the most competitive products in the United States. Elgie Holstein, in an article entitled "Bank Credit Cards: Defying Economic Gravity," contends that although bank credit cards are the single most profitable area of banking today, credit card price controls would hurt consumers. Holstein suggests a "floating" ceiling on credit card interest rates as a compromise. In "Retail Credit Card Rates: Reality vs. Rhetoric," Tracy Mullin distinguishes between retail and bank credit card plans, argues that revenues from retail credit cards are reasonable, and reaffirms Holstein's view that interest rate caps would not help consumers. (MN)

ED 282 024 CE 047 117

Kores, Nancy; Watson, Kathy
Fashion: Apparel and Textiles.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Aug 86
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; Behavioral Objectives; Clothing; *Clothing Design; *Clothing Instruction; Curriculum Guides; Display Aids; *Fashion Industry; Job Skills; Learning Activities; *Merchandising; *Occupational Home Economics; Occupational Information; Postsecondary Education; *Textiles Instruction

This curriculum guide is designed to ensure student attainment of basic home economics content knowledges and skills that will provide a strong foundation for employment in the fashion industry. Competency/skill and task lists are followed by employability skills charts for the occupations of fashion coordinator and fabric coordinator; the charts are used to show a crosswalk between the skills and the curriculum guide. Numbers next to related basic skills, job skills, and responsibility skills are the competency or task numbers in the curriculum. Instructor guides provide information related to each specified task within the competency. The information includes competency/skill; task; performance objective and standard; student learning experiences; suggested instructional techniques; instructional equipment, materials, and supplies; and resources. The nine competencies/skills relate to clothing messages; garment design and fashion sketches; fashion designers; fashion trends and cycles; clothing manufacture and production; fashion coordinators; fabric coordinators; merchandising (buying and selling); and fashion displays, publicity, and advertising. An annotated bibliography of print and nonprint resources is appended. (YLB)

ED 282 038 CE 047 184

Pines, Steven G.
Job Training Partnership Programs: A Guide for Local Elected Officials. Employment and Training Issues.
National Association of Counties, Washington, DC.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- May 87
NOTE- 76p.
GRANT- 99-5-1272-003-02
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- City Officials; *Cooperative Programs; County Officials; *Employment Programs; Federal Programs; *Job Training; *Local Government; Program Implementation; *Public Officials
IDENTIFIERS- *Job Training Partnership Act 1982; *Partnerships; Private Industry Councils

This report highlights the key benefits and opportunities that may flow to local elected officials (LEOs) from implementing a successful Job Training Partnership Act (JTPA) partnership. Chapter 1 is an introduction. Chapter 2 explains the specific benefits and opportunities that accrue to LEOs and their communities: (1) reduction of unemployment and underemployment and expanded access to jobs; (2) promotion of long-term economic growth and job creation; (3) reduction in welfare dependency, saving of public dollars, and expansion of the community tax base; (4) increased accountability and performance in schools; and (5) leverage to increase interagency coordination. Chapter 3 reviews the procedural ground rules of JTPA. Six key elements of the act are highlighted: new federalism relationships, the role of the governor and state job training coordinating council, LEOs and the private industry council (PIC), funding and planning, decision making on clients and services, performance standards, and liability issues. Chapter 4 identifies the requirements for a successful public/private partnership and notes the oversight responsibilities and potential liabilities that may ensue. Appendixes provide model and specific examples of partnership agreements negotiated between LEOs and PICs. (YLB)

ED 282 122   CG 019 886

Stimpson, Catharine R.
Our "Wild Patience": Our Energetic Deeds, Our Energizing Future.
Working Paper No. 158.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 85
NOTE- 25p.
AVAILABLE FROM- Wellesley College Center for Research on Women,
Wellesley, MA 02181 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; Feminism; Higher Education; *Research Needs;

*Sex Differences; *Womens Studies

The Wellesley College Center for Research on Women represents a triumph of women's studies. Women's studies have sought a particular ethic, valuing the moral equality of those who seek education and of those who offer it. Women's studies have sought to alter institutions so that they embody such an ethic and to change the consciousness of both individuals and institutions. It is necessary for those involved in women's studies to maintain the power they have gained and, at the same time, to retain the perspectives of the outsider. Women's studies outside the United States can offer new approaches to child care, to women's collective action, and to doing research about women. There are several questions that women's studies must now confront. These include determining what women's studies are looking at and doing, and examining the causes, nature, and extent of sex differences. Two major attitudes toward sex differences exist. The first is the minimalist attitude which realizes that sex differences exist but goes on to claim that historical forces have largely determined these dissimilarities. The second is the maximalist attitude which proposes that deep, transcultural forces create many sex differences and that the link between biological "sex" and social "gender" is profound. Both of these positions require further study. Because women's studies still meet opposition, another future task of women's studies is to overcome that opposition. (NB)

ED 282 136 CG 019 903

Subotnik, Kenneth L.; Nuechterlein, Keith H.
Prodromal Signs and Symptoms of Schizophrenic Relapse.

PUB DATE- Aug 86
NOTE- 39p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; Depression (Psychology); Drug Therapy; Hostility; *Psychiatric Services; *Psychosis; Psychotherapy; *Schizophrenia
IDENTIFIERS- *Prodromal Symptoms; *Relapse

Increasing evidence that decompensation into acute psychosis by schizophrenics can often be avoided with active pharmacological and psychosocial intervention at the early signs of relapse has stimulated research into the signs and symptoms prodromal to acute psychosis. In this study, 6-week periods prior to 17 psychotic relapses and to 11 relapses characterized by depression and/or hostility were examined for 23 recent-onset schizophrenic outpatients. These prodromal periods were compared with periods that did not precede relapse for the same patients and for 28 schizophrenic patients who did not relapse. The Brief Psychiatric Rating Scale (BPRS) and the Psychiatric Assessment Scale were used to assess symptomatology. Psychotic relapse was defined as an elevation to severe or extremely severe from non-pathological levels on one or more of the BPRS items: Hallucinations, Unusual Thought Content, and Conceptual Disorganization. Non-psychotic relapses were similarly defined using the Depression and Hostility items of the BPRS. The findings suggest that even slight elevations in delusions, hallucinations, depression, somatic concern, and guilt above the levels usually present for a given patient may presage psychotic relapse during the 6 to 8 weeks prior to its occurrence. When compared to non-prodromal periods of other patients, periods before relapse were found to show significantly higher levels of hostility and grandiosity in addition to higher levels of delusions, hallucinations, and somatic concern. For relapses characterized by depression and hostility, elevations of activation, tension, and depression were found in the prodromal period. (Author/NB)

ED 282 150 CG 019 917

Drinking-Age Laws: An Evaluation Synthesis of Their Impact on Highway Safety. Report to the Chairman, Subcommittee on Investigations and Oversight, Committee on Public Works and Transportation, House of Representatives.

General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.
REPORT NO.- GAO/PEMD-87-10
PUB DATE- Mar 87
NOTE- 106p.
AVAILABLE FROM- Superintendent of Documents, U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free, additional copies $2.00 ea.).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Age Groups; Alcoholic Beverages; Chronological Age; *Drinking; *Federal Legislation; *State Legislation; *Traffic Accidents; *Traffic Safety; Young Adults
IDENTIFIERS- *Drinking Drivers

This study examined existing evaluations of drinking-age laws to determine the extent to which they provide empirical support for federal and state initiatives to change the legal drinking age. It specifically examined the effects that raising the minimum drinking age has had on traffic accidents, beverage alcohol consumption, driving after drinking, and related concerns for youths younger than the minimum age. A review of 49 documents which evaluated laws raising the legal drinking age revealed that raising the legal drinking age had a direct effect on reducing alcohol-related traffic accidents among youths affected by the laws. Evidence suggests that raising the drinking age results in a decline in both alcohol consumption and driving after drinking for the age group affected by the law. The evidence was insufficient to draw conclusions about the effects of raising the drinking age on youths 16 to 17 years old, border crossings, and other related matters. Literature reviews of earlier evaluations of the effects of lowering the drinking age, however, do give evidence that traffic-accident outcomes increased as a result of changes in the law. (Nine appendices, 16 tables, and 6 figures are included.) (NB)

ED 282 165 CG 019 933

Rhodewalt, Frederick; And Others
Type A Behavior, Life Change, and Illness: A Prospective Study.
PUB DATE- Aug 86

NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; Elementary Secondary Education; Emotional Response; Individual Power; *Locus of Control; Males; *Mental Health; *Physical Health; *Principals; Self Evaluation (Individuals); *Stress Variables; Work Environment
IDENTIFIERS- *Life Events; *Type A Behavior

The Type A disease association may be obscured by the failure of epidemiological studies to take into account the person by situation nature of the Type A construct. Past research suggests that it is not coping with demand that is stressful for Type As, but rather the perception that the job or life event is less than completely controllable that leads to distress. To further explore this issue, Type A behavior, life change, psychological impairment, and symptom reports were measured on two occasions 6 months apart in 183 male public school principals. Subjects, categorized as Type A or Type B by the Jenkins Activity Survey, completed questionnaires that assessed the experience and appraisal of life change and psychological and physical impairment. The results indicated that events which Type As perceived as moderately controllable, particularly those also perceived as negative, were associated prospectively with psychological distress and physical symptoms. Type Bs reported greater physical and psychological symptomatology if 6 months prior they had reported elevated levels of life change that they appraised as negative and uncontrollable. The results provide a field analog of laboratory demonstrations of the challenge induced stressful response style of the Type A. (Author/NB)

ED 282 259 CS 505 505

Novak, Glenn D.
In Search of Happier Times: Horton Foote's "The Trip to Bountiful."
PUB DATE- May 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- Acting; *Characterization; *Creative Writing; *Drama; Literary Criticism; *Playwriting; Popular Culture; Scripts; *Television
IDENTIFIERS- *Foote (Horton); Playwrights; Television History; *Television Writing; Trip to Bountiful

Horton Foote was among the television writers who helped make NBC's "Television Playhouse" the most popular live dramatic program on the air during the "Golden Age" of television drama, the period between 1952 and 1957. Foote felt a strong affinity for the land and people of his youth, and modeled the imaginary towns of Harrison and Bountiful after his hometown of Wharton, Texas. "The Trip to Bountiful," one of Foote's most characteristic teleplays, depicts the inner turmoil and deep motivations of common, ordinary people, and emphasizes characterization over plot. Carrie Watts, forced by economic necessity to live with her son and his bad-tempered, self-centered wife in a cramped downtown Houston apartment, decides to take off by herself on a bus to visit Bountiful, her country birthplace. Most of the story deals with the bus ride and the young girl in whom Carrie confides during the trip, and with her daughter-in-law and son's attempts to force Carrie to return to Houston with them. The television writing of Horton Foote--sometimes called a "Texas Chekhov"--can best be described as careful and sensitive exploration of the human mind and spirit. "The Trip to Bountiful," which marked a reversal of the reliance on successful Broadway plays as material for television, deals with that quality in people that spurs them on to an important goal, the attainment of which will satisfy an intense longing. (Notes and 23 references are included.) (NKA)

ED 282 300 EA 019 339

Salmon, Richard G.; And Others
Fiscal Equity Challenges.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 17p.; Chapter 19 of "Principles of School Business Management" (EA 019 320). Coauthors are Mary Jane Connelly and M. David Alexander.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Constitutional Law; *Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Federal Courts; Foundation Programs; State Aid; State Courts

This chapter of "Principles of School Business Management" reviews major federal and state court cases dealing with fiscal equalization of state school support programs and summarizes and discusses the major legal issues that were addressed. The major federal cases include "McInnis v. Shapiro," "Burrus v. Wilkerson," and "Van Dusartz v. Hatfield," and culminate in "San Antonio v. Rodriguez," in which the United States Supreme Court held that the right to an education was not guaranteed by the U.S. Constitution. The federal courts were unable to come up with a definitive operational definition of educational opportunity. State courts experienced similar difficulty. The state cases included "Serrano v. Priest" (California), "Milliken v. Green" (Michigan), "Shofstall v. Hollins" (Arizona), "Blase v. State of Illinois," "Northshore School District No. 417 v. Kinnear" (Washington), "Thompson v. Engleking" (Idaho), "Robinson v. Cahill" (New Jersey), "Olsen v. State of Oregon," "Knowles v. State Board of Education" (Kansas), "Horton v. Meskill" (Connecticut), "Board of Education, Levittown v. Nyquist" (New York), "Seattle v. State" (Washington), "Pauley v. Kelly" (West Virginia), "Danson v. Casey" (Pennsylvania), "Lujan v. Colorado State Board of Education," "Board of Education v. Walter" (Ohio), "Washakie County School District v. Herschler" (Wyoming), "Thomas v. Steward" (Georgia), "Somerset County Board of Education v. Hornbeck" (Maryland), "Dupree v. Alma School District" (Arkansas), and "East Jackson Public Schools v. State" (Michigan). These cases resulted in several decisions that public school financing systems were unconstitutional, while in other states decisions upheld the constitutionality of financing systems. The trend seems to be toward conservative decisions upholding state financing schemes. Over 110 notes and citations to the cases are provided. (PGD)

ED 282 327 EA 019 422

Thomas, Stephen B.
Health Related Legal Issues in Education.
National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 87
NOTE- 83p.; handling, prepaid; postage and handling will be added on billed
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, 3601 S.W. 29th, Suite 223, Topeka, KS 66614 ($14.50 plus $1.50 postage and handling, prepaid; actual cost of postage and handling will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; *Communicable Diseases; Compliance (Legal); Constitutional Law; Court Litigation; Disabilities; Due Process; Elementary Secondary Education; Equal Protection; Federal State Relationship; Government School Relationship; *Health; *Illegal Drug Use; Immunization Programs; *Pregnant Students; School District Autonomy; *School Law; School Personnel; School Responsibility; School Safety; Search and Seizure; Student Rights; Student School Relationship
IDENTIFIERS- *Education for All Handicapped Children Act; First Amendment; Fourteenth Amendment; Supreme Court

This monograph analyzes health and safety issues in education in terms of relevant constitutional and statutory provisions. Chapter 1, an introduction, summarizes Fourteenth Amendment equal protection and due process clauses and defines "handicapped" under the Rehabilitation Act. State assistance and student eligibility under the Education for All Handicapped Children Act (EHA) are explained. Chapter 2 presents a history of vaccines for contagious diseases, in a discussion of immunity, liability, and the state's role. Contagious diseases without vaccines are analyzed in chapter 3, which describes disease symptoms and adverse admissions and employment decisions. Diseases cited include Acquired Immune Deficiency Syndrome (AIDS), Crohn's disease, Hepatitis A and B, chicken pox, mononucleosis, etc. The EHA requires supportive services for handicapped children. Chapter 4 discusses case laws and EHA related services, including psychotherapy, nursing care, and climate control. Constitutional implications of drug testing are investigated in chapter 5, which reviews search standards and constitutional and statutory standards affecting school employees and students. Chapter 6 examines historical responses to child abuse and legal requirements concerning educators, as well as reporting mandates and immunity and liability. Chapter 7 discusses student pregnancy in terms of constitutional case laws (exclusion from school and from extracurricular activities, assignment to night programs, and sex education). A table of cases is appended. (CJH)

ED 282 354 EA 019 458

Holding Effective Board Meetings.

American Association of School Administrators, Arlington, Va.; National School Boards Association, Alexandria, VA.

PUB DATE- 84
NOTE- 104p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00112; $10.95; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; Board of Education Policy; *Boards of Education; Community Involvement; Educational Planning; Elementary Secondary Education; *Leadership Responsibility; Long Range Planning; *Meetings; *Organizational Effectiveness; Parliamentary Procedures; *Planning; *Policy Formation; Self Evaluation (Groups); Superintendents
IDENTIFIERS- *Agenda Setting

Advice and tested methods for management of meetings from superintendents and board members are combined in this reference book on conducting effective school board meetings. Intended for a wide readership, it contains three chapters and an exhibit section comprising over one-third of the document. Following a brief introduction, chapter 1, "Planning: Setting the Scene for Success," presents first-hand experiences of meeting planners who suggest ways to improve meeting planning procedures. From long-range needs--such as building the policy foundation upon which effective meetings rest--to setting the next meeting agenda, detailed recommendations are provided. Short-term planning means that the agenda must be prepared, the stage set, and the participants prepared. "Performing: The School Board in Action," chapter 2, covers essential tasks of meeting participants: board president, members, and superintendent and administrators. Chapter 3, "Following Up: The Superintendent's Communications," examines significant tasks and establishes accountability for their completion. The exhibits include parliamentary rules, sample agendas, room seating arrangements, and meeting evaluation checklist. Sample policies include board-superintendent relationship, new member orientation, public hearings, agenda format, voting methods, and public participation. (CJH)

ED 281 996 CE 047 070

Jenkins, Richard; Hutson, Susan

Gender Relations, Family Relations and Long-Term Youth Unemployment.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dating (Social); *Family Relationship; Foreign Countries; *Mate Selection; *Sex Differences; Social Life; *Unemployment; Young Adults; *Youth Employment
IDENTIFIERS- *Wales (South)

The relationship between long-term youth unemployment and family relationships and that between youth unemployment and courtship and marriage patterns were examined in a study conducted in two towns in South Wales. Thirty-seven young men and 26 young women between the ages of 18 and 25 who had been unemployed for 6 months or longer were interviewed. Also interviewed were 28 fathers, 36 mothers, and 10 persons who were either siblings or partners of the unemployed young adults. Those interviewed were from working class or lower middle class backgrounds. The differences between the ways in which unemployment affected the family relationships of males and females turned out to be less than expected. This is largely because notions, if not actual practices, of sexual equality seemed to exist in most of the families interviewed. Outside the household of origin, however, the study findings were closer to those existing in the literature. More unemployed young men spent time interacting outside the home with their peer groups than did the unemployed women. Thus, the women were more likely to be centered on the home and correspondingly more isolated. While the men's social networks tended to be based on friendships, often long-standing, with persons near their home, the women tended to socialize with other women from work. Thus, long-term unemployment was more likely to rob the women of social contacts than it was the men. Unemployment placed economic constrictions on dating and seemed to be linked to deferring marriage. Sometimes, unemployment seemed to encourage unemployed individuals into steady relationships since these cost less than extensive dating. (MN)

ED 282 065 CE 047 280

McGrann, James M.; Johnson, Jeffrey W.

Year 2000 Computerized Farm Project: Creating an Extension Management Education Environment. Faculty Paper Series 86-10.
Texas A and M Univ., College Station. Dept. of Agricultural Economics and Rural Sociology.
PUB DATE- Jul 86
NOTE- 15p.; Paper presented at the American Agricultural Economics Association Meeting (Reno, NV, July 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Education; *Computer Oriented Programs; *Computer Software; Continuing Education; *Extension Education; *Farmers; *Farm Management; Management Information Systems; *Microcomputers; Postsecondary Education

This paper describes the progress to date of a project to develop an educational environment to train farmers, ranchers, and staff in the use of microcomputers and economic and financial management. The project is located at the Stiles Farm, a 3,300-acre foundation farm in central Texas. A training center has been built at the farm to facilitate educational and demonstration efforts. Between May 1984 and November 1985, seven short (three-day) courses in such computer applications as farm and ranch accounting and beef cattle performance record systems were conducted; farmers who participated rated them very highly. Participants had hands-on use of the computer and a low pupil-teacher ratio. However, the level of attendance at the short courses has been somewhat disappointing, perhaps because the audience for such in-depth courses is relatively limited. The center has also been used as a demonstration and training ground for Extension agents. The center has a microcomputer software library, with software donated by vendors for topical areas where large numbers of programs are available, such as accounting, livestock performance records, and crop record systems. A management information system (MIS) was created for the Stiles Farm and is in the process of being implemented. Further study of the MIS is needed to determine how much integration will be cost efficient. (KC)

ED 282 108 CE 047 384

Idaho Safety Manual.
Idaho State Dept. of Education, Boise. Div. of Vocational Education.
PUB DATE- Sep 86
NOTE- 246p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accident Prevention; Check Lists; Compliance (Legal); *Course Content; Definitions; Educational Resources; Injuries; *Laboratory Safety; *Safety Education; *Safety Equipment; *School Safety; Secondary Education; State Curriculum Guides; State Programs; Statewide Planning; Teaching Methods; *Vocational Education
IDENTIFIERS- *Idaho

This manual is intended to help teachers, administrators, and local school boards develop and institute effective safety education as a part of all vocational instruction in the public schools of Idaho. This guide is organized in 13 sections that cover the following topics: introduction to safety education, legislation, levels of responsibility, liability, general safety rules, specific safety practices for using various equipment, safety check list, forms and accident reporting, posters, safety specifications for facilities, fire protection, protective gear, and specific vocational program safety information (for the program areas of home economics, business, and marketing). Appendixes to the guide provide a glossary of terms and a directory of safety resources. (KC)

CG

ED 282 179 CS 008 809

Hall, Nigel
The Emergence of Literacy.
REPORT NO.- ISBN-0-435-08442-9
PUB DATE- 87
NOTE- 104p.; Originally published by Hodder and Stoughton Educational in association with the United Kingdom Reading Association.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Development; Foreign Countries; *Language Acquisition; Language Processing; Learning Processes; *Oral Language; *Prereading Experience; Preschool Education; Reading Instruction; Reading Readiness; Reading Research; School Readiness; Writing Instruction; Writing Processes; *Writing Readiness; Writing Research; *Written Language
IDENTIFIERS- *Emergent Literacy; United Kingdom
Focusing on the relationship between learning oral language and learning about written language, this book discusses the emergent literacy (EL) of children growing up in a Western, print-oriented society, as well as findings of research conducted during the past 15 years on how children make sense of the way in which literacy works in their culture. Chapter one discusses recent views about and research on EL that represent explicit claims about literacy as a language process, while chapter two outlines the linguistic and social background of EL, detailing the emergence of both oral language and literacy in context. Chapter three focuses on two aspects of EL: the understanding of environmental print and the understanding of continuous text, usually in the form of stories. Chapter four reviews findings of many investigations regarding emergent writing abilities and discusses whether young children have a commitment to writing, understand anything about when and why people write, and know about how people write. Chapter five examines the contrasting views of J. Downing and J. Harste with regard to how children approach reading instruction, while tests and procedures designed to assess emerging literacy in the context of nursery and infant classrooms are discussed in chapter six. The final chapter discusses EL and schooling, focusing on the situations created within schools for teaching children to become literate and whether literacy continues to emerge with the same ease that it did before the transition into school. (A nine-page bibliography is included.) (JD)

ED 282 220 CS 210 507

Fitzgerald, Jill; Markham, Lynda R.

Teaching Children about Revision in Writing.

SPONS. AGENCY- Spencer Foundation, Chicago, Ill.

PUB DATE- Apr 87
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
GRANT- 5-0-230-3401-40764
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Grade 6; Intermediate Grades; *Knowledge Level; Learning Processes; Metacognition; Prior Learning; Problem Solving; *Revision (Written Composition); Schemata (Cognition); Teaching Methods; *Writing Instruction; Writing Research; *Writing Skills
IDENTIFIERS- *Direct Instruction; *Revision Processes

A study investigated the effects of direct instruction in the process of revision on students' knowledge of the revision process, their ability to make revisions on paper, and the quality of their writing. Subjects, 30 sixth grade students, were divided into an experimental and a control group. The experimental group received instruction in the revision process while the control group read quality literature. After instruction, all subjects wrote a brief story. The next day, subjects were given an opportunity to revise their stories and to write another draft. Experimental group subjects were interviewed about potential revisions while control group subjects received no advice. The main variables analyzed were the number of areas suggested for revision, the average specificity of suggested changes, the total number of revisions made, and the quality scores obtained for the first and final draft. Results indicated that instruction did affect knowledge of the revision process and enhance revision efforts. Specifically, findings showed (1) that when compared to the control treatment, direct instruction in the process of revision did affect aspects of sixth graders' knowledge of the revision process; (2) that the instruction affected efforts to make revisions on paper, though there were no differential effects on types of revisions made; and (3) that the revision instruction affected the quality of the children's stories across drafts--judgments of quality for the experimental group increased substantially, while the same judgments for the control group remained relatively stable. (Six pages of references are included.) (JD)

ED 282 233 CS 210 529

Rock, Victoria, Ed.
Once Upon a Time...Celebrating the Magic of Children's Books in Honor of the Twentieth Anniversary of Reading Is Fundamental.
REPORT NO.- ISBN-0-399-21369-4
PUB DATE- 86
NOTE- 64p.
AVAILABLE FROM- G. P. Putnam's Sons, 51 Madison Ave., New York, NY 10010 ($14.95 hardback--ISBN-0-399-21369-4; $6.95 paperback--ISBN-0-399-21370-8).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Artists; *Authors; Childhood Interests; *Childrens Literature; Early Experience; Illustrations; Imagery; Imagination; Literature Appreciation; *Memory; *Poetry; Reading Attitudes; Reading Interests; Reading Materials; Recreational Reading
IDENTIFIERS- *Childhood Recollection; Reading Is Fundamental; *Reminiscence

Conceived as a twentieth anniversary tribute to the Reading Is Fundamental Program, this book contains a varied collection of stories, poems, and drawings by some of America's most famous authors and artists of books for children, relating real and imaginary childhood memories that celebrate the joys of reading and the magic of children's literature. Following an introduction by Jim Trelease, selections in the book are (1) "I Met a Dragon Face to Face" (J. Prelutsky); (2) "The Secret Life of Katherine Clements Womeldorf" (K. Paterson); (3) a poem (M. B. Goffstein); (4) "Friends for Life" (J. Blume); (5) "Peter Pan, the Pilgrims, and a Cat" (J. Fritz); (6) "Picture People" (M. C. Livingston); (7) "Little Red Riding Hood" (T. S. Hyman); (8) excerpt from "Eyes of Darkness" (J. Hightower); (9) "The Making of Dreams" (E. Young); (10) "This Book Belongs to Me!" (A. Lobel); (11) a poem (Dr. Seuss); (12) "My Love Affair with the Alphabet" (N. Babbitt); (13) "Bears for Reading" (S. and J. Berenstain); (14) excerpt from "Ramona the Brave" (B. Cleary); (15) "A Tender Bridge" (A. Bryan); (16) "Worlds of My Own" (V. Hamilton); and (17) "It's Dark in Here" (S. Silverstein). Illustrations are by L. and D. Dillon, T. dePaola, M. Tomes, J. Marshall, A. Bryan, T. Tudor, B. H. Berger, S. Kellogg, and E. Gorey. (NKA)

ED 282 246 CS 210 550

Gaziano, Cecilie; Coulson, David C.
Effect of Newsroom Management Styles on Journalists: A Case Study of Two Newspapers.
PUB DATE- 1 Aug 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Editors; *Employee Attitudes; *Employer Employee Relationship; Interpersonal Communication; Job Satisfaction; Media Research; *Newspapers; *Participative Decision Making; Work Environment
IDENTIFIERS- *Journalists; *Management Styles

A case study of two metropolitan newspapers examined whether there was a relationship between type of newsroom management style--"authoritarian" or "democratic"--and journalists' perceptions of management style and leadership, editors' roles, career goals and job satisfaction, readers' news source contact, and community closeness. The study also examined whether management style is perceived differently by journalists with different personal and attitudinal characteristics. Subjects, 125 journalists (mostly reporters) at a morning and an evening newspaper, completed a 12-page questionnaire on perceptions and attitudes. The results indicated that the evening paper tended to be perceived as authoritarian while the morning paper was perceived as a blend of democratic and authoritarian styles. Journalists at both papers endorsed journalists' participation in decision making as important to improving the work environment, but the morning paper workers were no more likely than the evening paper workers to share in news decisions. Relationships among editors and between editors and reporters were more satisfactory at the evening paper. Differences in management style did not appear to increase the journalists' sense of closeness to their audience. (Tables of data and 27 footnotes are included.) (HTH)

ED 282 273 CS 505 622

DeVito, Joseph A.
The Author and the Reviewers.
PUB DATE- 19 May 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- Attitudes; Authors; Editing; *Editors; Evaluation Problems; *Feedback; *Interprofessional Relationship; *Reader Response; *Revision (Written Composition); Textbook Preparation; Textbook Publication; *Writing for Publication
IDENTIFIERS- Audience Awareness; Author Text Relationship; *Reviewers; Revision Processes

The diversity of textbook and scholarly book reviewers makes it difficult for an author to deal with reviews in any systematic or preplanned manner. There are, however, several helpful working assumptions: (1) the reviewer is always right, (2) the author is always right in principle but frequently wrong in practice, (3) the publisher wants what you (the author) want, (4) reviewers' comments can and should be tested and evaluated, (5) the author should respond to reviews as a teacher who writes rather than as a writer who teaches, (6) reviews should be processed and revisions made under the guidance of a self-imposed ethical system, and (7) there are traps on the road of least effort. This last assumption can be illustrated by popular cliches to which authors sometimes resort--that the reviewer is either "stupid," "blind," or "atypical." On the contrary, the reviewer responds to the manuscript with the best of intentions and deserves the very same respect the author expects to receive. In the face of negative reviews, it is helpful to recall that many books ("Peyton Place" and "Jonathan Livingston Seagull," among them) were rejected innumerable times before finally being accepted for publication, and that the author and the publisher both want the same thing: a successful and popular book. It is more productive to look at a reviewer's suggestions with objectivity--from the point of view of a user of the book, or (if the book is a textbook) as the teacher of the course. (Three pages of notes are included.) (NKA)

ED 282 039 CE 047 185

Sklar, Morton H.
Welfare-to-Work: Options through Job Training. Employment and Training Issues.
National Association of Counties, Washington, DC.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Mar 87
NOTE- 29p.
GRANT- 99-5-1272-003-02
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ancillary School Services; Career Education; *Employment Programs; Federal Programs; *Job Training; Program Development; Program Implementation; *Social Action; State Programs; Unemployment; *Welfare Recipients; *Welfare Services

Welfare reform is directed toward development of programs that focus on work. Of major consequence to this move toward welfare reform are misconceptions about welfare recipients. While some can work, fewer than 10 percent of all recipients would be subject to any work requirement, and while many remain on welfare for extended periods, one-half of all recipients receive benefits for two or fewer years. The general consensus is that the greatest benefits are achieved by focusing attention on welfare recipients and their children who have been on welfare for extended periods. Costs are significantly greater and longer periods are required to serve long-term recipients, but the greatest cost savings accrue to the welfare system when this group is served. Traditional mandatory Workfare approaches by welfare-to-work programs are giving way to more innovative approaches that seek to serve limited numbers of persons and to minimize mandatory participation requirements. Limitations on numbers served are due to cost considerations and the recent recognition that supportive services (child and health care and transportation) as well as job placement are needed to keep welfare recipients on the job. (YLB)

ED 282 052 CE 047 226

Career Opportunities in Texas: A Master Plan for Vocational Education.

Texas State Board of Education, Austin.

PUB DATE- 10 Jan 87
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Education; Career Development; Career Education; *Educational Objectives; *Educational Planning; Educational Policy; Elementary Secondary Education; Futures (of Society); Long Range Planning; Postsecondary Education; State Programs; *Statewide Planning; *Vocational Education; Vocational Schools
IDENTIFIERS- *Texas

The master plan set forth in this document is the blueprint for restructuring vocational education in Texas. At the elementary and secondary level, the State Board of Education's mission for public education calls for all students to receive an education that will enable them to live and work in a changing society. To fulfill this mission, the plan emphasizes the need for strong academic foundations, awareness of a broad range of career opportunities, and occupationally relevant education appropriate for the Texas economy of the 21st century. Within this context, the master plan has been developed in a three-part format. Part I addresses elementary and secondary education. Section A sets forth the goals and selected objectives in the Long-Range Plan for Texas Public School Education. Career development strategies and management action plans have been created to achieve these goals. These strategies are also considered objectives for vocational education. Section B of Part I provides a series of tables outlining the expected outcomes and the time frame for implementation of each of the State Board's directives for restructuring vocational education. Part II focuses on postsecondary vocational-technical education, and Part III provides the framework for implementing regional planning for vocational-technical education. (KC)

ED 282 079 CE 047 331

Harvey, Dexter; Cap, Orest
Elderly Service Workers' Training Project. Block B: Cultural Gerontology. Module B.4.1: Communication and Adjustment.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 87
NOTE- 32p.; For related documents, see ED 273 809-819 and CE 047 321-333.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adjustment (to Environment); Aging (Individuals); *Canada Natives; Client Characteristics (Human Services); *Counselor Training; *Cross Cultural Training; Cultural Background; Cultural Differences; Cultural Education; Disabilities; Ethnic Groups; Foreign Countries; Gerontology; Human Services; Institutionalized Persons; *Interpersonal Communication; Interpersonal Competence; Learning Modules; *North American Culture; Older Adults; Postsecondary Education
IDENTIFIERS- *Manitoba

This learning module, which is part of a three-block series intended to help human service workers develop the skills necessary to solve the problems encountered in their daily contact with elderly clients of different cultural backgrounds, deals with communication and adjustment from the standpoint of the cultural heritage of elderly Native Canadians. The first main section identifies several verbal and nonverbal communication practices that are specific to elderly Native Canadians. Native cultural behaviors surrounding adjustment to selected life events and psychological reactions to them are discussed. Special attention is

paid to the Native Canadians' reactions to disability and outlook toward institutions. The next section suggests ways in which human services workers can communicate with elderly Native Canadians and help them adjust to aging. A list of selected readings and descriptions of 10 pertinent films are appended. (MN)

ED 282 093 CE 047 361

Kerka, Sandra

Parents' Role in Transition for Handicapped Youth. Overview. ERIC Digest No. 62.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 4p.
CONTRACT- 400-84-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adolescents; *Career Exploration; *Daily Living Skills; *Disabilities; *Education Work Relationship; Individualized Education Programs; *Job Search Methods; Parent Influence; *Parent Role; Secondary Education; Skill Development
IDENTIFIERS- ERIC Digests

Parents have a major influence on their children's attitudes toward work and life. Handicapped youth, who have more difficulty than other youth in making the transition from school to work and adult life, have a special need for parental guidance. Parents can play key roles in transition, especially in the areas of career exploration, job search and survival, independent living skills, and collaboration with educators and other service providers. Parents can share some career exploration activities, such as identifying famous people who have achieved success despite their disabilities, learning about work site modification, and taking the adolescent to various businesses and pointing out the different jobs and their duties. In the area of job search and survival, parents can demonstrate the techniques of finding job leads, assist in the preparation of a resume, practice interviewing, and help develop good work habits. Parents can identify those independent living skills already gained as well as those that need to be developed in the areas of transportation, housing and home management, financial management, decision making, and interpersonal skills. Finally, parents can collaborate with educators in developing the student's Individualized Education Program and monitoring their child's progress in following it. In all of these transition areas, parents are important role models. Their children form opinions about the value of work, different careers, and self-worth from what they observe their parents saying and doing. The example parents present their children may be their most important role in the transition process. (KC)

ED 282 206 CS 210 419

Sunstein, Bonnie
Using Computer Software in the Writing Center.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Software; Computer Software Reviews; Computer Uses in Education; *Evaluation Criteria; Higher Education; *Instructional Materials; Word Processing; Writing Instruction; *Writing Laboratories
IDENTIFIERS- *Software Evaluation

For use by teachers with access to writing centers, this guide provides criteria for choosing appropriate computer software for writing centers and lists current choices of good software. The first section explains why teachers, who have direct experience with the needs of students and the objectives of writing instruction, are the most qualified school personnel to choose writing center software. The second section lists software by category: record keeping/databases, drill and practice/computer assisted instruction, complete writing packages, prewriting tools, writing tools/word processors (further subdivided into simple, more powerful, and most powerful groups), revision aids, spellers, publishing packages, and others (including some writing game programs and bulletin board software). Within each category are definitions and brief comments on writing center uses, followed by listings of actual software packages, their publishers, and the microcomputer brands with which they are compatible (Apple II, MacIntosh, or IBM). The third section consists of a bibliography of useful books, magazines, and other resources for integrating computers with language arts subsections divided into six subsections: general books, writing, language, reading, resources, and newsletters. (SKC)

ED 282 286 EA 019 325

Tidwell, Sam B.
Educational Accounting Procedures.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 47p.; Chapter 5 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Bookkeeping; Elementary Secondary Education; Financial Audits; Money Management; *Public Schools; *School Accounting; School Business Officials
IDENTIFIERS- Accounting Systems; Financial Reports; Fund Accounting

This chapter of "Principles of School Business Management" reviews the functions, procedures, and reports with which school business officials must be familiar in order to interpret and make decisions regarding the school district's financial position. Among the accounting functions discussed are financial management, internal auditing, annual independent auditing, and auditing by government agencies. The method of accounting used in public schools is different from both the methods used in private enterprise and the methods used by other government agencies. These differences are reviewed, particularly in the areas of budgetary accounts and funds, changes in terminology, and the school system's fund-based financial structure. Each of the major fund types--budgetary, proprietary, and fiduciary--is described. The system's books are the next topic; general and subsidiary ledgers, the posting process, the bases of accounting, and the maintenance of documentary evidence of transactions are considered. Public school fund accounting equations are presented for different types of funds and account groups. The chapter concludes by discussing and presenting examples of interim and year-end financial statements for each fund and account group. Twenty-nine revelant resources are cited. (PGD)

ED 282 314 EA 019 408

Hosman, Carol Merz; And Others
Assessment of Community Dissatisfaction: A Longitudinal Study of Electoral Conflict on School Boards.
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Boards of Education; *Conflict; Democracy; Elementary Secondary Education; Longitudinal Studies; *Politics of Education; *Prediction; Public Policy; Research Needs; *Statistical Analysis; Values
IDENTIFIERS- *Dissatisfaction Theory; *Washington

The Dissatisfaction Theory of American Democracy (Iannaccone and Lutz, 1970) describes the political process whereby citizens in a reform governmental system, particularly in local school districts, make their values manifest in terms of public policy. The theory consists of four causally related factors; (1) community member values; (2) citizen participation; (3) school board member values; and (4) school policies. After explaining this theory, the paper presents the methodology, design, results, conclusions, and implications of the first 2 years of a 10-year longitudinal study involving all Washington State school boards. The study analyzes boards' conflict episode cycles, beginning with changes in community values, influencing changes in citizen participation, leading to changes in school board member values (new elections), and concluding with changes in school policies. This paper focuses on citizen participation and attempts to provide important forecast information to school administrators concerning changes in educational political climate. Because political conflict often spreads among districts sharing a common economic base or population, the idea is to determine potential "hot spots" by identifying districts with relatively high Thorsted Conflict Indices (TCI's). This hypothesis is supported by numerous charts showing TCI's for Washington educational service districts. Although political conflict associated with the 1985 school board elections was not related to student enrollment, findings suggest that districts with fewer than 500 students experience less conflict than districts with larger enrollments. Included are seven figures and nine references. (MLH)

Setterstedt-Jarrett, Lynn M.
Communication Design: Getting Your Point Across.
PUB DATE- 23 Feb 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Communication Skills; Communicative Competence (Languages); Elementary Secondary Education; Feedback; *Interaction; *Interpersonal Communication; Interpersonal Competence; Language Styles; Motivation Techniques; Personal Narratives; *Persuasive Discourse; *Verbal Ability

This narrative recommends a communication design for educators to use during a variety of interactions. The strategy consists of nine components: (1) greeting/introduction (the speaker's introductory remarks should establish physical comfort, a pleasant feeling, and a professional tone); (2) anticipatory set (establishing a mind set for content to be covered draws on the participant's experience, relates to the interaction's purpose, and involves the participant); (3) objective (the outcome for the participant should be stated in understandable words and expectations for the participant's later accountability should be made known in nonthreatening terms); (4) purpose (the participant should be told why the information is important); (5) input (to achieve objectives, the speaker must impart information necessary for the participant's knowledge); (6) check for understanding (activities and/or questions concerning input should occur at regular intervals); (7) modeling (the speaker should provide a correct understanding of the content and explain why the model meets the

criteria); (8) guided practice (if possible, the speaker should ask the participant to demonstrate understanding of the content); (9) closure (to ensure reinforcement, the participant should summarize information as related to the objective and engage in an observable behavior). Appendices provide sample scripts of the communication design. (CJH)

ED 281 982 CE 046 863

Hutchinson, Enid; Hutchinson, Edward
Women Returning to Learning.
National Extension Coll., Cambridge (England).
PUB DATE- 86
NOTE- 155p.
AVAILABLE FROM- National Extension College, 18 Brooklands Avenue, Cambridge, CB2 2HN, England (9.95 pounds plus 6.00 pounds postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Access to Education; *Adult Education; Continuing Education; Developed Nations; Educational Needs; *Educational Opportunities; Educational Research; Ethnic Groups; Females; Foreign Countries; General Education; Liberal Arts; Lifelong Learning; Minority Groups; Open Education; Postsecondary Education; Program Effectiveness; *Reentry Students; *Retraining; *Womens Education
IDENTIFIERS- *England

Part 1 extends a previous study of "fresh start" courses in adult education in England. It focuses on the particular needs of women for renewed educational opportunities in mature life. This part describes and analyzes the provision to meet those needs represented by seven years' further work in Fresh Horizons at London's City Literary Institute and in the Fresh Start courses at the Richmond Adult and Community College. Data are from detailed questionnaires completed by 325 women and 68 men and additional information obtained from smaller numbers enrolled in courses at the Swarthmore Education Centre, Leeds, and in Second Chance Opportunities and Education for Women (SCOPE) courses offered by the YWCA in East Anglia. The statistical elements of the study are summarized and their validity examined in a substantial appendix. Part 2 considers critically other "returning to learning" opportunities created in recent years in various sectors of higher, further, and adult education. It discusses the encouragement given to some by central government through action by the Manpower Services Commission and by promotion of Access courses to assist ethnic minorities. Attention is given to work promoted by the Open Colleges Federation of the North-West, parallel activity in the London region, and initiatives committed to "women only" solutions. (YLB)

ED 282 010 CE 047 102

Effective ABE Staff Development. A Self-Study Guide.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; Cooperative Planning; *Educational Needs; *Educational Planning; Educational Policy; Independent Study; Inservice Teacher Education; Learning Activities; Postsecondary Education; Program Development; Programed Instruction; Program Improvement; *Staff Development

This study guide for adult basic education (ABE) teachers and administrators is based on the Principles and Techniques for Effective ABE Staff Development developed by the National ABE Staff Development Consortium. The principles are based on staff development research from both the adult education and K-12 communities. The format of the guide was adapted from the Self-Assessment and Planning Guide developed by the Commission on Higher Education and the Adult Learner in 1984. The guide contains six general principles addressing collaborative planning, institutional policy, conditions of training, training processes, individual learner needs, and evaluation. The self-study components include a set of diagnostic questions relating to each principle, a section for planning the application of the principles, a section for assessing performance, and a page for planning program improvement activities. (KC)

ED 282 025 CE 047 118

Szucs, Susan C.; And Others
Clinical Laboratory Helper.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Aug 86
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Career Exploration; Curriculum Guides; *Entry Workers;

Job Skills; *Laboratory Procedures; *Laboratory Technology; Learning Activities; *Medical Laboratory Assistants; Medical Services; Postsecondary Education; Secondary Education
IDENTIFIERS- *Clinical Laboratory Occupations

This curriculum guide provides competencies and tasks for the position of clinical laboratory helper; it serves as both a career exploration experience and/or entry-level employment training. A list of 25 validated competencies and tasks covers careers from entry level to those that must be mastered to earn an associate degree in clinical laboratory technology. It is followed by a second competency list (21 competencies) and the corresponding curriculum for clinical laboratory helper. Employability Skills Charts then show a crosswalk between the charts and the curriculum guide. Numbers next to related basic skills, job skills, and responsibility skills are the competency or task numbers in the curriculum. Instructor guides provide information related to each specific task within the competency. The information includes competency/skill; task; performance objective and standard; student learning experiences; suggested instructional techniques; instructional equipment, materials, and supplies; and resources. The 21 competencies/skills relate to reading of physician orders for specimens, obtaining of blood specimens, aseptic technique, professional communication techniques, clinical laboratory terminology, specimen processing, safety, medical ethics, urinalysis, clerical duties, work relationships, analytical testing, quality control, inventory control, and laboratory data analysis. An annotated bibliography of resources is appended. (YLB)

ED 282 123 CG 019 887

Fields, Jacqueline P.
Career Transitions of Women in Professions. Working Paper No. 155.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- Women's Bureau (DOL), Washington, D.C.
PUB DATE- 85
NOTE- 109p.
CONTRACT- J-9-3-0173
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Change; Career Development; Emerging Occupations; *Employed Women; *Employment Opportunities; Females; Labor Force Development; *Middle Aged Adults; *Midlife Transitions; *Professional Occupations; Professional Personnel

This document is the final technical report of a study concerned with career transitions of women in professional occupations. The report was written to examine: (1) distinctive factors in women's career development related to their occupational concentration in typically female occupations; (2) midlife career transitions in general and in selected typically female occupations; (3) alternative career transition types and their consequences; (4) future trends in the female labor force; and (5) 12 programs which facilitate women's career transitions. Part one examines critical elements in women's prior work and home lives which may compel a midlife career transition. Part two examines in detail the available data on midlife career transitions of women. A detailed analysis of alternative career transition types and their consequences is presented in part three. Part four examines future trends in the female labor force and part five incorporates a survey of programs promoting career transitions for women into the report. Part six describes two basic findings of the report and concludes with a set of policy and program recommendations on how women can benefit from opportunities for career transitions created by technological, economic, and demographic changes to improve their social and economic standing. (NB)

ED 282 166 CG 019 934

Kratz, Lillian B.; Hall, Marilyn H.
Communication Strategies between Older Parents and Their Adult Children.
PUB DATE- Mar 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 14-17, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assertiveness; Communication Problems; *Communication Skills; Family Relationship; *Interpersonal Communication; *Listening Comprehension; Listening Skills; *Older Adults; *Parent Child Relationship; Skill Development; Verbal Communication
IDENTIFIERS- *Adult Children

This document describes an experiential workshop which focuses on the application of key communication strategies to alleviate relationship problems between older parents and their adult children. Three communication devices are outlined which can make possible an exchange of ideas and opinions and promote an increased understanding between parent and adult child. The communication devices described are: (1) leveraged listening; (2) the total message; and (3) requests made with tactful assertion. Verbal invitations, rephrasing, and verifying are presented as three methods of demonstrating leveraged listening. It is noted that workshop participants are given the opportunity to learn and practice strategies reported to be effective in the areas of interfamilial relations by reducing conflicts in the family of the older adult. Following a description of the communication strategies, four scenes are given for role playing which demonstrate the application of leveraged listening, the total message, and tactful assertion to four sensitive situations which may occur frequently in the family of the older adult. For each of the four scenes, dialogues are provided which illustrate ineffective and effective communication. (Author/NB)

ED 282 192 CS 008 837

Idol, Lorna
A Critical Thinking Map to Improve Content Area Comprehension of Poor Readers. Technical Report No. 402.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 29p.; Partial funding also provided by a research grant from the University of Illinois Research Board.

CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Mapping; Content Area Reading; *Critical Reading; *Critical Thinking; High Schools; *Reading Comprehension; Reading Difficulties; Reading Instruction; Reading Processes; Reading Research; *Reading Strategies; Remedial Programs; Remedial Reading; Special Education
IDENTIFIERS- Expository Text

A mapping strategy for improving critical thinking about expository text was employed in a study designed to help six high school students with difficulties in reading comprehension. Subjects were four sophomores in a remedial reading program and two juniors in a special education program for the mildly retarded. Subjects read passages from an unfamiliar textbook on U. S. history. The teacher first modeled the critical thinking strategy, then led the student in completing the map, and finally allowed the student to complete the map independently. The components of the critical thinking map were the main idea of the passage, major points that support the main idea, other viewpoints, reader's conclusion, and relevance to a contemporary situation. Findings indicated that all subjects improved substantially in daily comprehension of lessons, though remedial reading students better maintained their improvement over time. Results also showed that all subjects improved their comprehension of passages from a different social studies text, indicating an ability to generalize to similar content. In addition, four students showed improved generalization to reading in a different content area. Findings also indicated that all subjects improved on a standardized test of reading vocabulary and that five of the six subjects improved on a test of reading comprehension. Finally, results showed that the ability to generalize to nonverbal thinking tasks improved for all but one subject and that the verbal thinking of all subjects improved. (Twenty-eight references are included.) (Author/JD)

ED 282 260 CS 505 544

Lovell, Pamela Wineburner

The One-Child-Per-Family Movement in China: An Analysis of Situational Rhetoric.

PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Context; *Cultural Influences; *Family Planning; Foreign Countries; Government Publications; *Government Role; Mass Instruction; *Overpopulation; Population Education; Population Trends; *Rhetorical Criticism; Social Attitudes; *Social Change
IDENTIFIERS- *China; Situational Analysis; Situational Variables

Examining the one-child-per-family movement (OCFM) in China using Lloyd Bitzer's "Functional Communication: A Situational Perspective," this essay provides insight into how rhetoric has functioned and is functioning in this difficult situation. A brief geographic review provides a basis for understanding the complex set of problems surrounding the OCFM. Traditional beliefs concerning male offspring and old age are shown to constitute the most powerful threat to the movement. The OCFM is then discussed in terms of four categories proposed by Bitzer to extend his original formulation of the "evolution of situation": (1) origin and development of constituents--describing the development of the OCFM in China since the early 1970s, particularly the establishment of the State Family Planning Commission; (2) maturity--depicting the role of the Chinese government as the movement developed, focusing on the extensive planned parenthood regulations; (3) deterioration--recounting the problems that led to the breakdown of the movement in the 1980s, such as rising female infanticide rates and strong resistance from rural areas where economic factors encourage large families; and (4) revitalization--documenting a two-fold strategy for renewing the movement: emphasis on publicity and mass education, including improving the status of women in society, and a softening of the incentive program. (JD)

ED 281 997 CE 047 072

Niehoff, Marilee S.; Romans, M. Jay

Methodological Innovations for Training and Development: A New and Better Way.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-14, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Learning; *Assessment Centers (Personnel); *Case Studies; Educational Strategies; *Group Discussion; Postsecondary Education; Program Effectiveness; *Training Methods

Research indicates that conventional training activities are largely ineffective in bringing about behavior change in such dimensions as leadership, initiative, planning and organization, judgment, independence, and delegation. The Niehoff method is a training and development method that was designed to respond to the adult mode of learning. It is based on the premise that learners do better with active participation, meaningful content, constructive immediate feedback, and small group discussion. The method combines the assessment center, case study, and small group discussion modes of training. The Niehoff training program consists of five custom case studies developed from data collected before the training session and reflecting real-world situations and problems that have been encountered by the participants. Because the trainees are given an opportunity to work together and find real solutions, there is a much greater likelihood that they will transfer their training to the job. Training session participants are divided into five to seven round-table groups, each containing five individuals. Participants are given 30 minutes to prepare their presentations; cases are presented in about 15 minutes each, with 5 minutes between each presentation to allow participants to complete their feedback sheets. A concluding round robin feedback and summary takes 20-40 minutes. Pilot programs using the method have been successful. (MN)

ED 282 066 CE 047 282

Thompson, Paul B.

The Goals of American Agriculture from Thomas Jefferson to the 21st Century. Faculty Paper Series 86-3.

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Rural Sociology.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agricultural Trends; *Agriculture; *Attitude Change; *Ethics; Farmers; *Futures (of Society); Land Use; Natural Resources; *Philosophy; Soil Conservation; Values
IDENTIFIERS- *Jefferson (Thomas)

Although the practice of agriculture is a universal component of all human societies, the purposes and goals that a society hopes to achieve through agriculture have varied. If the crisis facing agriculture today is to be resolved, a clear sense of agriculture's purpose and goals within American society must be achieved. It must be recognized that the goals for agriculture that have been taken for granted may not always be mutually compatible or mutually shared by all Americans. Although agriculture today is discussed in terms of production and efficiency, in Thomas Jefferson's day agriculture was regarded differently. The farmer's duty--the goal of agriculture in Jefferson's view--was to embody the twin virtues of self-reliance and community. Today, however, agriculture does not promote such goals. How can agriculture be changed to incorporate a sense of responsibility for long-term survival into the choices that people make as consumers, producers, and citizens? The first step is to abandon the modern conceit that agriculture has no moral purpose beyond the economic goals of productivity and efficiency. It must be understood that society cannot serve material goals unless it also serves the goals of community and moral responsibility that make society possible. An understanding of agriculture can be a crucial component in the moral and spiritual regeneration of individuals and society. (KC)

McCormick, Donald W.
Organizational Psychology and the Peace Movement.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Burnout; Decision Making; Industrial Psychology; *Organizations (Groups); *Peace; *Psychologists; Research Needs
IDENTIFIERS- *Organizational Psychology

In spite of the large amount of work done by other psychologists on peace issues, organizational psychologists have not been using the knowledge and methods of their field to help peace organizations. Organizational psychologists could contribute to peace organizations by studying research questions of concern to peace groups and by examining career patterns of peace activists, activist burnout and burnout prevention, and peace group effectiveness. Organizational psychologists could help peace groups through organization development training or career counseling. At the same time, organizational psychology has much to learn from working with peace groups. The field of organizational psychology can learn about decision making in large democratic organizations from innovative peace groups such as "Beyond War," which makes decisions in large groups spread out over the country which simultaneously communicate via video. Organizational psychology can learn about motivation through common vision from peace groups where many workers are extremely motivated by the organization's mission, even in the absence of pay. Also, studies of organizations (such as peace groups) that are anomalous in terms of existing theory have led to innovative and broader theories of organizational effectiveness. There is a need for organizational psychologists to become involved in the peace movement. (NB)

ED 282 137 CG 019 904

Ransom, Betty R.
Adult Day Care: A National Perspective on the State-of-the-Art.
National Council on the Aging, Inc., Washington, D.C.

PUB DATE- 1 Oct 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); *Adult Day Care; *Client Characteristics (Human Services); Community Programs; *Deinstitutionalization (of Disabled); National Surveys; *Older Adults; *State Standards

Adult day care, a community-based group program designed to meet the needs of functionally impaired adults through an individual plan of care, is being considered by many communities seeking care options for their most frail and functionally impaired adults. In 1969 there were only a dozen adult day care centers in the United States, today there are over 1,400 centers. In 1979, the National Institute on Adult Daycare (NIAD) was established as a National Council on the Aging (NCOA) professional unit to provide a focal point for adult day care at the national level. NIAD conducted a nationwide survey of adult day care centers (N=847) in 1985. Preliminary results showed that 85% of respondents ranked the provision of an alternative to premature or inappropriate institutionalization as one of the top three objectives of adult day care. Other highly ranked objectives were maximization of functional capacity and provision of respite for caregivers. The majority of centers (74%) reported being private, nonprofit agencies. While many centers reported having at least one license, only 15 states have standards for licensure. Other findings focus on center locations, referral sources, number and characteristics of participants served, exclusions from participation, services provided, costs of adult day care, changes to participants, and level of participant functional impairment. (NB)

ED 282 151 CG 019 918

Brady, Mary Louise, Comp.
Growing Old in Today's Society: A Selective Bibliography.

Bibliography Series Nineteen.
California Polytechnic State Univ., San Luis Obispo. Library.
PUB DATE- 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Development; *Aging (Individuals); Elder Abuse; *Geriatrics; *Gerontology; *Health Services; *Mental Health; Minority Groups; Nutrition; *Older Adults; Physical Fitness; Verbal Communication
IDENTIFIERS- Alzheimers Disease; Caregivers

This document contains a two-part bibliography of information that can be obtained in California Polytechnic State University's Robert E. Kennedy Library on today's elderly society. The 381 references in part I are categorized into sections focusing on growing old from various perspectives: (1) aging; (2) Alzheimer's Disease and Senile Dementia; (3) biochemistry of aging; (4) books for children; (5) caregiving; (6) elder abuse; (7) geriatric nutrition; (8) health services/nursing care; (9) labor/retirement; (10) mental health/counseling; (11) minority aging; (12) pet therapy; (13) physical fitness and exercise; (14) teaching about aging; and (15) verbal communication. The bibliography includes both print and nonprint materials, with emphasis on books and journal articles. The information covers 1980 through June 1986, except for a few titles dating from the late 1970s which were considered important for inclusion. The information is organized alphabetically by author or title within each subject section. Part II provides supplemental information, including a list of organizations concerned with aging which are located in California and specifically in San Luis Obispo, a selected list of journals, and keys to call numbers. (NB)

ED 282 180 CS 008 810

Belanger, Joe
Reading Achievement and Writing Proficiency: A Critical Review of Research.
PUB DATE- Jun 87
NOTE- 96p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (Winnipeg, Manitoba, Canada, May 11-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basal Reading; Cognitive Processes; Foreign Countries; Learning Theories; Reading Achievement; Reading Comprehension; Reading Instruction; Reading Processes; *Reading Research; *Reading Writing Relationship; *Research Design; *Research Problems; Schemata (Cognition); Teaching Methods; Transfer of Training; Writing Instruction; Writing Processes; *Writing Skills

Although the relationship between reading and writing proficiency has interested scholars for two centuries, the exact nature of this relationship has resisted discovery. The persistance of statistically significant correlations across a broad range of subjects, measures, and experimental settings leaves no doubt that a moderate link between reading and writing exists. However, experiments that have used reading treatments to improve writing performance and vice versa have generally been unsuccessful. The most promising treatments are those that teach prose structure and story schemata and the least successful are those that teach general reading and writing skills and expect automatic transfer to the other. There is also some evidence that the complexity of prose in basal readers and the method of teaching beginning reading influence students' writing ability. Recent studies have begun to explore the processes used by readers and writers. The major shortcoming of most reading/writing research is that it has been atheoretical and has tinkered with methods rather than tested theoretical models. (Twenty-four pages of references are included.) (Author/JD)

ED 282 221 CS 210 508

Niebauer, Walter E., Jr.
Trends of Circulation and Penetration Following Failure of Metropolitan Daily Newspapers.
PUB DATE- Aug 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Competition; *Financial Problems; Media Research; Metropolitan Areas; *Newspapers; *Ownership; Suburbs
IDENTIFIERS- *Joint Operating Agreements (Newspapers); *Newspaper Circulation; Newspaper Preservation Act 1970; Suburban Newspapers

A study examined whether the suburban press is better off if competing metropolitan daily newspapers are allowed to merge operations in a joint operating agreement (JOA) as provided by the Newspaper Preservation Act of 1970, or if the weaker of the two dailies is allowed to close down, throwing the suburban paper into competition with a monopoly metropolitan daily. Five metropolitan newspaper failures during 1976-1981 were analyzed. Suburbs in each of five metropolitan areas were identified, and data (number of suburban papers and circulation statistics) were analyzed for the period of a pseudo decade (six years before the failure, the year of the failure, and the three years following the failure). In addition, data on circulation of major dailies and total number of households in the city zone and retail trade zone were collected for each of the metropolitan areas. Findings suggest that the suburban press was better off in an area of joined dailies, but that the entire newspaper industry appeared to suffer in an area with a monopoly daily, since the data showed an overall market decline in penetration and circulation. The surviving daily benefited from the change, although three years after the competitor's demise the survivor retained less than half of the orphaned penetration and circulation. Results suggest that perhaps the suburban press should reevaluate its opposition to JOAs. (NKA)

ED 282 247   CS 210 551

Rarick, Galen R.; Lemert, James B.
Subscriber Behavior and Attitudes One Year after PM-AM Conversion.
PUB DATE- Aug 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Behavior Patterns; Broadcast Television; Communication Research; Media Research; *Newspapers; Radio; Reader Response; *Reading Attitudes; *Reading Habits; Recreational Reading
IDENTIFIERS- Oregon (Eugene); *Subscribers (Newspapers)

Because newspapers have begun switching from evening to morning publication with increasing frequency, a study investigated subscriber response to change in publication time and in subscriber behavior over time. In follow-up to an earlier study on subscriber reactions to the conversion to morning publication of the weekday Eugene (Oregon) "Register-Guard," 175 adults were interviewed a year after the changeover. Results indicated that a pattern of increased reading during the morning continued to grow, although total reading time decreased. At the same time, readers watched less television news, perhaps because afternoon newspapers put readers into a "news mood" that conditions them also to turn on television news in the early evenings. Time spent listening to radio also dropped, possibly because morning newspapers answered questions about the weather and sports that must be gleaned from radio otherwise. Subscribers said they were more likely than before the changeover to reread an issue, while attitudes toward morning versus evening publication and freshness of local and nonlocal news were split. Ratings of the newspaper and of network TV news did not change significantly either. Not quite half of the respondents could think of benefits that the morning paper had brought them and they were split again on whether it was easier to take advantage of advertisements in the afternoon. Blue collar workers were less accepting of the morning paper than were other people. (SKC)

ED 282 274 CS 505 623

Towers, Wayne M.
Replicating "Perceived Helpfulness of Radio News and Some Uses and Gratifications."
PUB DATE- May 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Habit Formation; *Listening Habits; *Mass Media Effects; Media Research; News Media; *Radio
IDENTIFIERS- *Audience Response; Entertainment; Local News; *Ritual Behavior; Uses and Gratifications Research

A followup study investigated radio listenership as ritualistic behavior, based on an initial study using the same set of questions. The hypothesis tested was that gratifications statements related to radio usage would produce similar and stable patterns, reflecting highly ritualistic orientations toward the medium. Subjects, 557 adults in a large urban area of the Western United States, were randomly surveyed by telephone and asked about demographics, media usage, and reactions to a selection of 14 uses and gratifications statements about radio. Replies were coded on a five-point scale, and results were compared with those of the initial study. Data analysis revealed many consistencies between the two sets of findings. Perceived helpfulness of radio news was most consistent, followed by number of hours of listening in the morning and afternoon. The greatest number of discrepancies involved the amount of attention paid to radio. Based on the second set of findings, radio audiences stressed entertainment in the morning, whereas local news was accented during the afternoon. Positive orientations toward radio news were based on its immediacy. In terms of radio as ritual, it could be acknowledged that listening regularity is symptomatic of ritual but not necessarily ritualistic. (References and tables of data are included.) (NKA)

Wood, R. Craig
Reduction in Force.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 23p.; Chapter 20 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Role; Board of Education Policy; Boards of Education; Contracts; Court Litigation; Educational Planning; Elementary Secondary Education; Employment Practices; Legal Responsibility; *Reduction in Force; *Retrenchment; School Business Officials; *School Districts; Teacher Associations; *Teacher Dismissal; Tenure

This chapter of "Principles of School Business Management" reviews several concerns that must be addressed by school business administrators in districts facing declining enrollments and the need for reductions in force. The chapter first looks at the business administrator's significant role in planning for retrenchment. The chapter then discusses the difficulties posed for districts by financial exigency. Court litigation affecting job security clauses in negotiated agreements, district claims of fiscal insolvency, and reductions in force resulting from enrollment decline are considered next. The chapter then analyzes the state-granted authority of the local board of education to engage in reductions in force. Several alternatives to reductions in force are noted. The order of dismissal of employees, the impact on employment of district consolidation or desegregation, the acceptability of "bumping" employees with less seniority out of positions, the assignment of formerly full-time employees to part-time positions, the clarification of the status of "qualified" and "certified" personnel, and problems associated with the absence of written policies for reduction are also considered. References and court cases are cited in 74 notes. Appendices offer sample contract clauses and board policies for reduction in force. (PGD)

ED 282 328   EA 019 423

Goren, Paul; Carriedo, Ruben
Policy Analysis on the Implementation of an Expanded Multi-Track Year-Round School Program. Planning Department Report.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 8 Dec 86
NOTE- 144p.; Document contains small and broken print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Board of Education Policy; Cost Effectiveness; Educational Change; *Educational Facilities; Elementary Secondary Education; Enrollment Trends; Long Range Planning; Needs Assessment; Personnel Policy; *Policy Formation; Program Costs; *Program Implementation; *School Schedules; School Size; Track System (Education); *Year Round Schools
IDENTIFIERS- Policy Implementation; *San Diego Unified School District CA

This report, part of a long-range plan by San Diego Unified School District, California, investigates the extent to which the multitrack year-round program should be expanded to meet facility and curriculum needs. The report is divided into seven sections. Section 1, an issues statement, is followed by a background section and a section describing methodology. Methodology involved gathering background information, interviewing year-round administrators, visiting year-round schools, and identifying task assignments. In section 4, task assignment findings are presented in 15 areas, including definition of year-round schools, research on achievement, and effects on educational services, community relations, and personnel services. Section 5 concludes that the program should be expanded because it will provide facility relief and because of successful implementation elsewhere. Further planning should determine the appropriate calendar and cost implications. Section 6 lists recommendations and section 7 offers observations. Recommendations include expanding the elementary and secondary programs and coordinating implementation with cluster areas. The revised schedule should be used to solve facility use needs, reduce school size, and accommodate more students. Observations include comments on the importance of the principal in implementation, on the status of the cost/benefit analysis, and on planning and other issues. An appendix, which comprises over one-half of the report, provides task assignment reports and a listing of the advisory committee. (CJH)

ED 282 355 EA 019 459

Citizens and the Schools: Partners in Education.
American Association of School Administrators, Arlington, Va.
PUB DATE- 84
NOTE- 17p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock

No. 021-00115; $.60 per single copy; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Boards of Education; *Citizen Participation; *Community Action; *Community Involvement; *Educational Quality; Elementary Secondary Education; Family School Relationship; Parent Participation; Parent School Relationship; Participative Decision Making; School Community Relationship; School Districts; *School Support; *Volunteers

Because most decisions that affect quality of schools are made in the community, citizens should become school partners in education. This booklet offers the following suggestions for citizen actions: (1) Get informed. As "owners" of the local school board, citizens have a right to know what students are expected to learn. Individuals should inform the media if inadequate attention is given to board meetings. (2) Get involved. School resources are stretched thin. Volunteers, most of whom are not parents, help because of personal satisfaction; such service counts as work experience for civil service application in 36 states. Those with a variety of skills and experiences may become volunteers. Many volunteers work in classrooms offering special help to children and assistance to teachers. Volunteer needs outside the classroom include arranging field trips, arranging guest speakers, and teaching health-related skills to staff. Volunteers help children with special needs by talking with handicapped children, helping children to practice English, and other ways. (3) Get active. Citizens should participate in school board meetings by serving on task forces, joining the parent/community organization, and getting other organizations involved. Citizens should speak up about concerns, including budget issues, remembering that quality education may depend upon their understanding and support. (CJH)

ED 282 011 CE 047 103

Seperich, George; And Others
Agriculture Business and Management.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Aug 86
NOTE- 337p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Machinery; *Agricultural Production; Animal Husbandry; Behavioral Objectives; Curriculum Guides; *Farm Management; Harvesting; Job Analysis; *Job Skills; Learning Activities; Livestock; Pests; Plant Growth; Plant Pathology; Postsecondary Education; Secondary Education; *Vocational Education

This curriculum guide is intended for vocational agriculture teachers who deliver agricultural business and management programs at the secondary or postsecondary level. It is based on the Arizona validated occupational competencies and tasks for management and supervisory positions in agricultural business. The competency/skill and task list appears first. Each page of the instructor's guide which follows provides information related to a specified task within the competency. The information includes competency/skill; task; performance objective; student learning experiences; suggested instructional techniques; instructional equipment, materials, and supplies; and resources. The 19 competencies/skills relate to management and recordkeeping; marketing and purchasing; breeding and care of newborn animals; livestock health (disease and parasite control); livestock feed; facilities and equipment construction and maintenance; personal and human relations skills; safety practices; livestock showing; seed selection; planting; tillage equipment selection, maintenance, and operation; irrigation system design, construction, and operation; insect control program management; plant disease control program management; weed control program management; fertilizers; harvesting; and engine, implement, and equipment operation and maintenance. An annotated bibliography is appended. (YLB)

ED 282 080 CE 047 332

Harvey, Dexter; Cap, Orest
Elderly Service Workers' Training Project. Block B: Cultural Gerontology. Module B.4.2: Communication and Adjustment.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 87
NOTE- 26p.; For related documents, see ED 273 809-819 and CE 047 321-333.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adjustment (to Environment); Aging (Individuals); *Canada Natives; Client Characteristics (Human Services); *Counselor Training; *Cross Cultural Training; Cultural Background; Cultural Differences; Cultural Education; *Death; Disabilities; Ethnic Groups; Foreign Countries; Gerontology; Human Services; Institutionalized Persons; Interpersonal Communication; Interpersonal Competence; Learning Modules; *North American Culture; Older Adults; Postsecondary Education
IDENTIFIERS- *Manitoba

This learning module, which is part of a three-block series intended to help human service workers develop the skills necessary to solve the problems encountered in their daily contact with elderly clients of different cultural backgrounds, deals with communication and adjustment from the standpoint of the way in which elderly Native Canadians view and adjust to death and dying. The primary objective of the module is to identify the cultural issues surrounding Native Canadians' approach and reaction to death and dying. The following topics are discussed in the individual sections of the module: approaches to death and the sprituality

that is characteristic of many elderly Native Canadians, family responses to death, reactions to the death of a spouse, and psychological reactions to death among older Native Canadians. A list of selected readings and descriptions of 10 pertinent films are appended. (MN)

ED 282 207 CS 210 432

Speaking of a Free Press: 200 Years of Notable Quotations about Press Freedoms.

American Newspaper Publishers Association Foundation, Washington, D.C.

PUB DATE- 87

NOTE- 30p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - General (130)

DESCRIPTORS- Constitutional Law; *Freedom of Speech; *Intellectual Freedom; *News Media; Philosophy; *Political Attitudes; Press Opinion; *Social Values; United States History

IDENTIFIERS- First Amendment; *Journalism History; Quotations

Intended to summarize the ideals underlying the struggle for freedom of the press and to reinforce the basic Constitutional principles upon which the United States functions, this collection of quotations reflects the beliefs of prominent people throughout history who have championed press freedom, as well as the ideas of some who have opposed it. The collection concludes with an outline of the major program goals of the American Newspaper Publishers Association Foundation. (JD)

ED 282 234 CS 210 530

Hallock, Sylvia M.; Downie, Susan L.
"I Never Know What I Think Until I See What I Say," Saul Bellow. (Honing Critical Thinking Skills through Writing).
PUB DATE- Nov 86
NOTE- 151p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986). Portions of supplementary and illustrative materials contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Content Area Writing; Controversial Issues (Course Content); *Critical Thinking; *Curriculum Development; *Ethics; High Schools; Integrated Activities; Interdisciplinary Approach; Program Descriptions; Public Affairs Education; Research Papers (Students); Social Studies; *Writing Exercises; *Writing Instruction
IDENTIFIERS- *Thinking Skills; Writing across the Curriculum

A compilation of program ideas and related newspaper articles, cartoons, and visual aids, this booklet describes the objectives and procedure for the implementation of a pilot program at Frank W. Cox High School in Virginia Beach, Virginia, that emphasizes ethics education and the value of writing as a means to promote critical thinking. The first section of the booklet presents a description of the unit, including: (1) its goals and rationale, (2) a philosophical justification for teaching the process of the discovery of ethical values in the high school classroom, and (3) a pragmatic justification for teaching the skills of critical thinking through the process of writing for learning. The next section focuses on writing across the curriculum and includes a copy of the instruction sheets students were given before starting research papers on ethical issues, as well as a list of speakers used in the ethics unit and a sample peer evaluation form. The third section is a teachers' guide to "Ethics in American Business" for social studies classes, while the fourth section provides a step-by-step guide to help teachers develop and implement their own ethics units. The fifth section, "Ethical Issues Affecting Our Local Waterways," provides an interdisciplinary unit that stresses the use of writing to foster critical thinking skills. English, science, and social studies assignments are included, as are samples of student writing and news clippings used in the unit. (AEW)

ED 282 287 EA 019 326

Kehoe, Ellen
Educational Budget Preparation: Fiscal and Political Considerations.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 27p.; Chapter 6 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Budgeting; Budgets; Educational Finance; Elementary Secondary Education; Participation; *Politics of Education; Program Budgeting; Resource Allocation; *School Districts
IDENTIFIERS- School Site Budgeting; Zero Base Budgeting

This chapter of "Principles of School Business Management" analyzes the types of budget preparation that are used in school districts across the United States. The chapter proposes as a basic premise that the budgetary process is inherently political, and states that some budgeting methods may provide more useful political information than others. The relative utility of budgeting methods (given different community characteristics) is also considered, and the influence of changing political and technical factors on districts' choices of appropriate budgeting methods are examined. The chapter begins with a review of historical trends influencing budgeting since before the turn of the century. The chapter next reviews seven characteristics of budgeting systems that can affect participation in resource allocation. Political, economic, and demographic influences are considered next. The chapter then recommends the components of an ideal budget. Factors to consider when choosing a budgeting framework are analyzed, including aspects of function-object budgeting and decentralized budget structures. The chapter concludes with descriptions of school-site, program, and zero-based budgeting. In summary, the chapter presents four reasons that choosing an appropriate budget method is an important decision for a district. Thirty-three footnotes are provided. (PGD)

ED 282 315 EA 019 409

Krysinski, Patricia R.; And Others
Assessing Leadership Qualities of School Principals Employing Responses to Case Studies.
PUB DATE- Apr 87
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Assessment Centers (Personnel); Case Studies; Elementary Secondary Education; *Leadership Qualities; Management Development; *Principals; *Research Methodology; *Responses; *Validity

Because administrative theory as presently developed does not allow administrative action to be accurately assessed, measuring participant responses to case study problems employing a predetermined, closed set of responses has questionable validity. This study tries to develop an alternative methodology and to test the resulting instrument in an appropriate setting. The study focuses on one class of educational administrators (principals) and assesses participant responses in terms of implied leadership style. For the purpose of developing an instrument, leadership is defined as the use of authority and power in social control. Authority and power relationships are further analyzed and grouped into several modes, with accompanying diagrams. From these modes an instrument called the Principal Leadership Profile was developed over which graphically displayed individual profiles can be imposed. Leadership profiles of both experienced and novice principals show a tendency to favor leadership approaches based primarily on charismatic and traditional authority; the use of legal authority is considerably less. The paper discusses several other profile characteristics (including male and female responses) indicating instrument validity. Included are 19 figures and 12 references. (MLH)

ED 282 341 EA 019 444

Hickrod, G. Alan Karnes-Wallis; Ward, James Gordon
Two Essays on the Political and Normative Aspects of American School Finance: An Historical Perspective. The MacArthur/Spencer Special Series on Illinois School Finance, Number 1.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 87
NOTE- 36p.
AVAILABLE FROM- Publication Sales, Center for the Study of Educational Finance, Illinois State University, 331 DeGarmo Hall, Normal, IL 61761 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Democracy; *Educational Economics; *Educational Equity (Finance); *Educational Finance; Educational History; Elementary Secondary Education; *Equal Education; Politics of Education; Public Education
IDENTIFIERS- Illinois

Two essays are presented in this monograph, the first in a series of publications examining educational finance and using Illinois data. After an introduction, the first essay replies to a "Forbes" magazine cover story on educational finance that asks if education is economically efficient. The central theme is that the maintenance of a large, well-financed, public educational system is central to the continued existence of a democratic society, and that economic efficiency should not be the highest priority in education. Selected readings and an appendix graphically depicting the concepts of equity and adequacy conclude this essay. The second essay is an inquiry into the normative foundations of American school finance and uses the works of the founders of the field of school finance written at the begining of the century to support the suggestion that school finance policy issues are as deeply embedded in American political philosophy and in the history of the Republic as they are in economics and technical analysis. It is argued that the Republic and in fact civilization is in danger without an adequate, equitable, and efficient school finance system. Forty notes conclude this essay. (WTH)

ED 281 983 CE 046 908

Harkreader, Helen; And Others
A Study of the Utilization Patterns of Vocational Nurses with Implications for Licensed Vocational Nurses Curriculum.
Austin Community Coll., Tex.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 30 Jun 86
NOTE- 164p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; Employee Attitudes; *Entry Workers; Job Analysis; Job Skills; *Nurses; *Occupational Information; Postsecondary Education; *Practical Nursing; Supervisors; Teacher Attitudes

A descriptive study documented entry-level licensed vocational nurse (LVN) tasks representing educational competencies as perceived by vocational nursing educators, LVNs, and nurse supervisors. Data were gathered from three samples by mailed survey and analyzed using nonparametric descriptive statistics. The respondents included 83 educators, 148 employed LVNs, and 170 supervisors. Three interrelated roles were identified: provider of care, communicator, and a member within nursing. The role of provider of care was subdivided into four steps of the nursing process: assessing, planning, implementing, and evaluating. The other two roles were inherent in the tasks of the role as a provider of care. Data analysis demonstrated a difference in the perceptions of vocational nursing educators, LVNs, and nursing supervisors on entry-level expectations for vocational nurses. Nursing educators were teaching more than was expected by nursing supervisors in the first year of vocational nursing practice. Entry-level LVNs reported their actual performance to be at a higher level than was expected by nursing supervisors or taught by nursing educators. In general, study results showed supervisors can differentiate a level of nursing practice consistent with most of the Texas Association of Vocational Nurse Educators' educational competencies for entry-level LVN practice. The LVN was expected to develop a professional level of nursing practice at the staff nurse level. (YLB)

ED 282 026 CE 047 121

Prickett, Charlotte
Electronics Curriculum.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Aug 86
NOTE- 206p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Electrical Occupations; *Electromechanical Technology; Electronics; *Electronics Industry; *Electronic Technicians; Job Analysis; *Job Skills; Occupational Information; Postsecondary Education; Secondary Education; *Trade and Industrial Education

This document presents results of research conducted by industry representatives regarding tasks performed by electronic technicians and line manufacturing electro-mechanical technicians in Arizona electronics industries. Based on this research, a competency-based curriculum was developed for training entry-level electronics technicians. Twelve major areas of tasks are identified: basic skills, analog, digital, safety, hygiene, optics, programmable controllers, pneumatic controls, hydraulic controls, physical skills, personality skills, and troubleshooting. For each area, major competencies and detailed tasks are presented. A separate page provides this information for each task: competency, task, standard of performance, source of standard, conditions for performance of task, and a performance guide. The task, standard, conditions and guide, when used together, are intended to form a performance objective. Appendixes include a listing of resources, equipment lists, and a complete summary of competencies and tasks. (YLB)

ED 282 040 CE 047 186

Kelly, Jodie Sue
JTPA Recruitment Made (Much) Easier. Employment and Training Issues.
National Association of Counties, Washington, DC.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Apr 87
NOTE- 57p.
GRANT- 99-5-1272-003-02
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advertising; *Employment Programs; Federal Programs; *Job Training; *Marketing; Merchandising; *Publicity; Public Relations; *Recruitment
IDENTIFIERS- *Job Training Partnership Act 1982

Intended for Job Training Partnership Act (JTPA) administrators and service deliverers, this publication provides those programs that are experiencing recruitment difficulties with new and innovative approaches to attracting eligible clients into their programs. It begins by listing the 10 most common recruitment marketing errors. Marketing is defined, and a marketing strategy for recruitment is proposed. Segmenting of the consumer market and zeroing in on the target market are then discussed. Market research is proposed as a method to learn more about potential customers. A two-step approach is suggested: review of social science research and assessment of specific needs. Recruitment shortfalls are then considered as a mismatch between the needs and attitudes of applicants and program services provided. Other topics include keeping down the cost to the client and distribution issues. After a general discussion of promotion, four specific types are addressed. Successful recruitment ideas and techniques used by JTPA programs across the country are provided for selling one-on-one, advertising, publicity/public relations, and sales promotions. A conclusion summarizes the recommendations made throughout the publication. (YLB)

ED 282 053 CE 047 248

Wallace, Michael B.; And Others
Adult Education in Texas: A Survey of GED Candidates and Hispanic Adult Education Students. Report Number 87-415.
American Council on Education, Washington, D.C. General Educational Development Testing Service.
SPONS. AGENCY- Meadows Foundation, Dallas, Tex.
PUB DATE- Apr 87
NOTE- 210p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Aspiration; Adult Basic Education; *Adult Education; English (Second Language); *High School Equivalency Programs; *Hispanic Americans; Limited English Speaking; Mass Media; Occupational Aspiration; *Participant Characteristics; Student Attitudes; *Student Educational Objectives; Student Motivation
IDENTIFIERS- *General Educational Development Tests; *Texas

A study was conducted to determine demographic characteristics, motivation, and program satisfaction of General Educational Development (GED) candidates and adult education (including adult basic education, secondary adult education, and English as a second language) students in Texas. Between June and December 1985, about 6,000 adult education students and 5,000 GED candidates responded to questionnaires. Some of the highlights of the report include the following: (1) 7 of 10 adult education students reported their origin as Hispanic, compared to 3 of 10 GED candidates; (2) adult education students reported language difficulties and financial needs most frequently as their reason for not completing high school; (3) adult education students and GED candidates are most likely to hold jobs as handlers/equipment cleaners/helpers/laborers, or in sales and service or as homemakers; (4) recent awareness about adult education and GED programs was a trigger to begin participating in adult learning programs; (5) recent career changes were triggers for two of three GED candidates and one of two adult education students; (6) information about the programs is spread primarily by word of mouth, especially for participants in adult education programs; (7) relatively more adult education students want to attend community or junior college than do GED candidates; and (8) program improvements suggested by the students included more extensive and flexible scheduling and more publicity on television and radio. (The report contains extensive tables with explanations.) (KC)

ED 282 094 CE 047 362

Naylor, Michele

Reducing the Dropout Rate through Career and Vocational Education. Overview. ERIC Digest No. 63.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 4p.
CONTRACT- 400-84-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Career Education; *Dropout Prevention; Dropout Programs; *Dropout Research; Dropouts; Educational Improvement; *Program Effectiveness; *Program Improvement; Secondary Education; *Vocational Education
IDENTIFIERS- ERIC Digests

Students drop out of school because of a variety of family, economic, and racial factors that can be categorized as either alienation, lack of motivation, or disadvantage. The key to reducing the dropout rate is helping youth to overcome their sense of disconnection. Students with low motivation to attend school have shown improvement in school attendance and retention after participating in career education. However, casual vocational exploration is not enough; major concentration in a vocational program is more helpful in student retention. The vocational experiences that are most closely related to reducing the dropout rate include the following: (1) more systematic and intense efforts to identify and help potential dropouts before or at entry into vocational programs; (2) program activities to enhance school climate and reduce absenteeism, class-cutting, and drug and alcohol abuse; (3) activities to enhance parents' support; (4) more career exploration prior to high school; (5) improvement of transitions through a vocational program to direct dropout-prone students to job-specific skill training courses; (6) linking work-study experiences with students' programs and objectives; (7) alignment of work-study programs to students' overall school plans and goals; and (8) activities to increase dropout-prone students' participation in vocational programs and to enhance linkages between these programs and other school experiences. Examples of successful programs are given. (KC)

ED 282 124 CG 019 888

Bobo, Terry Skinner
Midlife Divorce and Archetypes for Women.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; Coping; *Divorce; *Emotional Adjustment; *Females; Feminism; *Middle Aged Adults; *Midlife Transitions; *Role Models; Stress Variables

Midlife divorce for women can be a time for creative growth or divorce can lead to loneliness, bitterness, and depression. Middle-aged women appear to experience an inordinate amount of stress from divorce because of loss of roles and lack of new role models. Based upon role theory and divorce as a normal developmental process, a feminist archetypal theory was developed as a method for creating new role models or new archetypes for middle-aged women. Feminist archetypal theory is useful because contemporary society is built upon patriarchial archetypes which often define women only in their relation to men. Women ages 45 to 65 have been socialized to marry, have children, and assume family caretaker roles. Often these women are used to a dependent role. It is recommended that midlife divorced women examine their role assumptions and develop new archetypes to improve their divorce adjustment. The Greek goddesses, Gaia, Demeter, Artemis, and Hera, and the Sumerian goddess, Inanna, as well as the Great Goddess, or mother earth goddess, are possible archetypes. Through meditation, dream interpretation, divorce support groups, individual psychotherapy, women's new religious groups, reading, and religious questionning, middle-aged divorced women can use the divorce crisis as a time of constructive developmental growth. (Author)

ED 282 167 CG 019 935

Burgan, W. Michael
Cohn's Theme-Centered Interactional Group Process and Student Self Concept.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American College Personnel Association (New Orleans, LA, April 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Change Strategies; Grade 9; *Group Discussion; Group Dynamics; Junior High Schools; *Junior High School Students; *Self Concept; *Small Group Instruction; *Student Development
IDENTIFIERS- *Theme Centered Interactional Method

Cohn's theme-centered group process is designed to create a balance between concentration on a group topic or theme and the therapeutic dynamics of group interaction. This study investigated the effect of Cohn's group process on the self-concepts of ninth grade students. Four themes, or teaching units, were chosen for inclusion based on the appropriateness of the theme to the age group and the proven effectiveness of the theme to bring about positive change in self-concept. These themes were study skills, career education, values clarification, and transactional analysis. It was hypothesized that the theme-centered group process would facilitate implementation of the instructional material thereby creating an intervention that would improve self-concept. Ninth grade students were assigned to either an experimental (N=24) or a control (N=22) group. All subjects were given the Piers-Harris Children's Self Concept Scale at the beginning of the school year, at the end of the group process (mid-year), and at the end of the school year. An analysis of covariance revealed no significant difference in scores between the control and experimental groups. It is recommended that other themes, such as decision making and human relations training, and other student variables, such as grade point averages and attitudes about school, be investigated in order to provide a more comprehensive evaluation of Cohn's process. (Author/NB)

ED 282 261 CS 505 557

Daniels, Tom D.; Lamude, Kevin G.
The Relationship of Biological Sex to Mutual Evaluations of Communication Competence in Superior-Subordinate Relationships.
PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Communication Research; *Communication Skills; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; Females; Males; *Organizational Communication; *Sex Differences; *Sex Role
IDENTIFIERS- Communicator Style; *Superior Subordinate Relationship

Focusing on perceived sex differences in organizational settings, a study examined mutual evaluations of communicative competence in superior-subordinate relationships. Subjects, 86 superior-subordinate pairs from 23 organizations, completed the Communication Competency Assessment Instrument measuring competencies in communication codes, oral message evaluation, basic speech communication skills, and human relations. It was hypothesized that male superiors would be rated as more competent than female superiors, but that the effect would be attributable primarily to ratings by male subordinates. Results not only failed to confirm the hypothesis but actually suggested an opposite pattern of ratings. Findings indicated that male superiors were perceived by subordinates--particularly females--as more competent than female superiors. In addition, analysis showed that male subordinates were rated more competent than females, and that female superiors' ratings were the primary source of this difference. These results suggest that the sex of a target person (either superior or subordinate) is related in some systematic way to others' evaluations of that target's communication competence and that this relationship occurs primarily in ratings by female evaluators. (Two rival hypotheses are proposed to explain these results.) (JD)

ED 281 998 CE 047 073

Merkel-Keller, Claudia

At What Price Success?--Summer Basic Skills Remediation and Paid Employment.

PUB DATE- Apr 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Small print in appended tables may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Basic Skills; Competency Based Education; *Employment Programs; High Schools; Mathematics Instruction; Minimum Competency Testing; *Outcomes of Education; Program Effectiveness; Reading Instruction; *Remedial Programs; Skill Development; State Programs; *Summer Programs; Test Coaching; Writing Instruction; Youth Employment
IDENTIFIERS- *New Jersey High School Proficiency Test

In preparation for the mandatory administration of the New Jersey High School Proficiency Test (HSPT) that was to begin with ninth graders in 1986, a pilot program was conducted with ninth graders who had done poorly on the HSPT during its second, nonmandatory administration in 1985. Approximately 125 students were selected (25 in each of five school districts in the state) for a summer intervention and basic skill strengthening program, coupled with paid employment. The students in the six-week programs were trained in reading, mathematics, and writing, including essay and multiple-choice writing. After six weeks, the students who completed the program (about 80) were tested. The data indicate that the overall program made a positive difference for the students and should be continued. However, only reading and mathematics test scores were positive overall, while scores varied across programs and were actually negative in some parts for some programs. Therefore, the following recommendations were made for improving programs: (1) more time for schools to plan programs, (2) more attention to work placement of students, (3) more parental involvement, (4) more broad-based recruitment of teachers, (5) more intensive training of teachers, (6) closer monitoring of the programs, and (7) scoring of tests at the state level to facilitate quicker turnaround of the data. (KC)

Alfthan, Torkel
The Skill and Training Implications of New Technologies: Some Issues.
Training Policies Discussion Paper No. 10.
International Labour Office, Geneva (Switzerland).
REPORT NO.- ISBN-92-2-105138-2
PUB DATE- May 85
NOTE- 34p.; Appendixes contain small type.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Education; Developed Nations; *Developing Nations; *Educational Change; Foreign Countries; Job Development; *Job Skills; *Job Training; Labor Force Development; Labor Market; *Labor Needs; *Technological Advancement

In contrast to high technologies generally developed in the industrialized countries, technological development in the new industrial countries is mostly characterized by innovative efforts to change imported technologies over a period of time. Economic and social impacts of the introduction of new technologies include the significant reduction of work phases in the production cycle; significant reduction in the labor force needed for producing a given level of output; improved quality of life benefitting both the producers and consumers of goods and services; changes in the distribution of employment between sectors; change in job structure and content; and changed skill and knowledge requirements of the labor force. The new technologies may have a significant impact on how the work and production processes are organized and on the content of individual job and work tasks. These changes at the workplace have significant implications for the skills and qualifications profile of various categories of the labor force, from top management personnel to skilled workers. Technological change implies changes in enrollment policy as well as in training policy as regards training content and the structure of the training delivery system. (YLB)

ED 282 110 CG 019 874

Papini, Dennis R.; Savage, Catherine L.
Grade, Pubertal Status, and Gender Related Variations in Conflictual Issues among Adolescents.

PUB DATE- Apr 87

NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 1987). For a related document, see CG 019 875.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; Age Differences; *Conflict; Family Life; *Family Relationship; *Parent Child Relationship; Secondary Education; *Sex Differences
IDENTIFIERS- *Puberty

It is possible that conflicts in families with adolescents are linked to the transitions and individual development that occur during adolescence. A study was conducted to describe domains of conflictual issues associated with adolescent grade in school, pubertal status, and gender. The sample was comprised of 78 seventh graders, 115 ninth graders, and 86 eleventh graders. Each subject completed the Issues Checklist and an instrument designed to assess pubertal status. Twenty-six adolescents were assessed as prepubertal, 105 as transpubertal, and 148 as postpubertal. Principal factor analysis with varimax rotation resulted in the retention of four factors accounting for 71.59% of the variance. Stepwise regression analyses were conducted for each factor (using factor scores) with grade in school, pubertal status, and gender as predictors. The results of these analyses indicated that the intensity of School and Household Behavior Issues was greater for seventh and ninth graders than for eleventh graders. Self-Responsibility Issues were related to pubertal status, and were most intense among transpubertal adolescents. Boys reported more intense conflicts over General Issues than did girls. In summary, the affective climate of adolescent relationships with parents can be examined in a variety of different conflictual domains, the intensity of which appears to be related to grade in school, pubertal status, and gender. (Author/NB)

Padgett, Vernon R.; Brock, Timothy C.

Persuasion with Unintelligible Messages: A Cognitive Response Analysis.

PUB DATE- 26 Aug 86
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26,

1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Cognitive Processes; College Students; *Communication (Thought Transfer); Higher Education; *Persuasive Discourse; *Speech Communication; Student Attitudes
IDENTIFIERS- *Unintelligible Messages; *Vocal Qualities

Theories of persuasion have long assumed a process which includes comprehension of the message by the recipient. Several hundred undergraduates at Ohio State University and Marshall University (Ohio) participated in six experiments examining persuasion and the use of unintelligible messages. Subjects in individual cubicles of a university language laboratory were told they would hear talks delivered at a United Nations conference. Subjects listened to a taped message in English and in an unintelligible version. In Experiment VI subjects heard an unintelligible version and a no-message version. An equal number of students heard the tape in reverse order. Subjects responded to standard attitude dependent measures: semantic differentials, attitude scales, and cognitive response measures. Manipulations of message length, number of repetitions, and source credibility were added as an additional between-subjects factor in some experiments. Major findings revealed were that: (1) most subjects agreed with and listed cognitive responses to unintelligible communications; (2) persuasion processes with unintelligible communications were similar to persuasion processes using intelligible messages; (3) an unintelligible communication evinced more cognitive responses and more favorable ratings than a nonmessage control; (4) the unintelligible messages produced increased cognitive elaboration as a function of total number of thoughts generated; and (5) student high in Need for Cognition were more persuaded by unintelligible messages than were students low in Need for Cognition. These results challenge the message-comprehension assumption. (NB)

ED 282 152 CG 019 919

Malouff, John; Schutte, Nicola
Shaping Juror Attitudes: Effects of Requesting Different Damage Amounts in Personal Injury Trials.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; College Students; *Court Litigation; *Decision Making; *Financial Needs; Higher Education; Legal Responsibility; *Motivation Techniques; *Persuasive Discourse
IDENTIFIERS- *Juries; *Personal Injury Trials

In almost every personal injury trial the injured person's attorney has to decide how much to ask the jury to award in damages. A line of research regarding attitude change in other settings indicates that the more extreme the persuading message is, the more attitude change occurs. This suggests that the more money requested in damages, the more a jury will award. An analogue experiment of juror behavior was used to examine the effect of amount of damages requested on amount awarded. College student subjects (N=158) read two detailed case summaries of real personal injury cases, with each summary containing one of four amounts requested for damages by the injured person's attorney. The results showed a significant effect of amount requested on amount awarded. The more money requested for damages by the plaintiff's attorney, the more the subjects awarded. The effect was consistent across cases and across injured persons of different sexes and ethnic groups. (Author/NB)

ED 282 181 CS 008 815

Quintero, Elizabeth
Preschool Literacy: The Effect of Sociocultural Context.
PUB DATE- 84
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Classroom Environment; *Cognitive Development; *Cultural Influences; English (Second Language); Ethnography; Intercultural Communication; Language Acquisition; Learning Processes; Peer Relationship; Preschool Education; Readin Research; Social Attitudes; *Social Influences; Spanish Americans; Spanish Culture; *Spanish Speaking
IDENTIFIERS- Early Writing; *Emergent Literacy

A study investigated the literacy development of bilingual childre as they interacted in the social context of their preschool classrooms. Subjects were 12 native Spanish speaking preschoolers in a headstart classroom. It was hypothesized that what bilingual children bring to the classroom in terms of experience, values, language, culture, and personality affects the social context of the classroom and, in turn, affects the developmental process of the children's literacy acquisition. Because literacy was being investigated as a holistic process consisting of many components and many different behaviors, ethnographic techniques were used to observe and analyze the children's interaction approximately 100 hours in a five month period. Results indicated that the children overwhelmingly preferred group activity and play with others as opposed to being alone. Preschool children used the various literacy behaviors often in the social context of the classroom, and often for the purpose of interaction. Almost all subjects chose to use language as their main vehicle for social interaction. Among the conclusions based on these results are that cultural traits and customs can affect preschoolers' learning environment in positive ways, and that children are influenced by role models in all aspects of literacy development. It was recommended that preschool programs should provide bilingual programs that emphasize (1) language interaction, (2) content and activities based on cultural values, (3) developmentally appropriate writing tasks, (4) daily opportunities for literacy development, (5) role models, and (6) parent and teacher training in developing and integrating literacy skills. (Several examples of children's art work are included. Graphs depicting semiotic literacy behaviors used for social interaction and resulting active learning are appended. Six references are included.) (JD)

ED 282 193 CS 210 302

Orrill, Robert, Ed.
Academic Connections. Winter 1987.
College Entrance Examination Board, New York, N.Y.
PUB DATE- 87
NOTE- 17p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Communication; Elementary Secondary Education; Language Usage; *Questioning Techniques; *Teacher Role; *Teacher Student Relationship; Teaching Methods; *Teaching Styles
IDENTIFIERS- EQuality Project; News Reporters; *Questions; *Question Types

Revolving around the theme of questioning in the classroom, the three articles in this newsletter are based on talks and workshop material drawn from the 1986 Summer Institute of the College Board's Educational EQuality Project. In the first article, "The Art of Questioning," Dennie Palmer Wolf points out that although most teachers feel questioning is a very important part of their teaching, they rarely can explain how they question, and that research has shown that many teachers use questions ineffectively. The article provides a taxonomy of question types, including inference, interpretation, and transfer questions as well as questions about hypotheses; gives examples from real classroom dialogues, and proposes hypotheses for why so few questions are actually asked in the classroom. The second article, "When Students Ask Questions," by Jane Schaffer, describes personal experiences that show the importance of questioning in the classroom, especially the need for both students and teachers to ask questions and for teachers to ask "lively" questions. The third article, "A Reporter's Questions," by Edna Buchanan, stresses the destructive as well as constructive powers of a reporter's questions through personal anecdotes about courtroom and interview questioning. (SKC)

ED 282 208 CS 210 435

Reagan, Sally, Ed.
Teaching Creative Writing.
Iowa Council of Teachers of English.
PUB DATE- 87
NOTE- 85p.

AVAILABLE FROM- Editors, Iowa English Bulletin, Dept. of English, Drake University, Des Moines, IA 50311.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Characterization; *Creative Writing; Elementary Secondary Education; Fiction; Higher Education; Interdisciplinary Approach; Learning Strategies; Literary Devices; Poetry; Teacher Role; Teaching Methods; Theory Practice Relationship; Writing Evaluation; *Writing Exercises; *Writing Instruction; Writing Processes

Providing a mix of theoretical and practical suggestions, the articles in this focused journal issue present strategies for teaching various aspects of creative writing. The articles included and their authors are as follows: (1) "What Are We Up To?" (K. Stein); (2) "And Now a Word from Molly and Ned" (M. Martone); (3) "Student Fiction Writers and Dr. Frankenstein" (P. Parris); (4) "Criticism--The Art of Give and Take" (P. Gebauer); (5) "The Model Poem" (M. Stanton); (6) "Teaching Creative Writing to High School Students: The Teacher as Guide" (A. N. Fragola); (7) "What Is Your Permanent Address? Questions and Answers" (R. Whitman); (8) "A Wilderness with a Map: Teaching the First Course in Creative Writing" (P. St. Clair); (9) "Gail Goodwin's 'The Finishing School': A Contemporary Link to the Classic and the Moral" (J. Dyer); (10) "Hope versus Despair in Student Fiction" (J. B. Cohen); (11) "History, Myth, and Poetry: Writing the Historical Poem" (R. Whitman); and (12) "Teaching the Writing of Poetry: Analogies with Three Other Disciplines" (A. L. Clements). (JD)

ED 282 222 CS 210 509

Drechsel, Robert E.
The Legal Risks of Social Responsibility.
PUB DATE- Aug 87

NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Codes of Ethics; Court Litigation; Freedom of Speech; *Journalism; *Legal Responsibility; *Malpractice; Moral Values; *News Media; Press Opinion; *Social Responsibility; Theory Practice Relationship
IDENTIFIERS- *Journalists; Libel; *Media Ethics; Media Role; Media Use

By scrutinizing the extensive and growing literature on media ethics and media codes, as well as the current history of litigation in libel cases, this paper analyzes the risks presented by journalistic social responsibility in the context of expanding tort liability for what might loosely be called journalistic malpractice. Following a review of malpractice claims against other professionals in fields such as law and medicine that raise significant issues regarding the boundary between legal and moral responsibility, the paper considers cases in which journalists face similar issues, including the Westmoreland-CBS case. Specifically, the paper focuses on the use of professional standards and policies as either the source of newly developed legal duties or as standards against which claims of professional malpractice may be measured. Finally, the paper speculates briefly about the implications of the social responsibility theory for journalists. (Ninety-eight footnotes are appended.) (NKA)

ED 282 248 CS 210 552

Lott, Clarinda Harriss
Alternative Shapes in Expository Writing.
PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Area Writing; Educational Philosophy; English Instruction; *Expository Writing; Feminism; *Figurative Language; *Freshman Composition; Higher Education; Sex Role; Teaching Methods; *Technical Writing; Writing for Publication; Writing Improvement; *Writing Instruction; *Writing Skills
IDENTIFIERS- Author Text Relationship; Subjectivity; Writing Attitudes

The formulae developed to encourage the impersonal writing considered correct in academic disciplines have their roots in past gender-biased scientific writing in which "male" thinking and writing intervened to subjugate female Nature. Vestiges of this idea of a masculine order as a clearly superior state are present in the more traditional college writing courses that teach that impersonal/objective writing is not only different from more personal and subjective writing, but better. However, current writing in the sciences challenges the idea that mature exposition is impersonal--that it does not talk directly to the reader, that it is unpoetic, that it always sticks to a single and clearly defined point, and that it avoids generalizations. From Bertrand Russell to Lewis Thomas, scientific writing is filled with subjective observation and metaphorical language. If freshman composition instructors wish to help students make use of personal feelings and observations in their content area writing they can follow these suggestions: (1) organize course materials around a theme rooted in subjective experience but also applied to impersonal writing; (2) reward students' desires to see and write about impersonal subject matter against a personal backdrop; (3) encourage a mix of rhetorical modes within a single paper, while helping students do so consciously and selectively; (4) encourage experimentation with mildly innovative paragraph organization; (5) encourage organization that leads toward a question rather than an answer; and (6) encourage students to regard writing as a means of thinking rather than a reflection of fully completed thought. (NKA)

ED 282 275 CS 505 624

Gruner, Charles R.

Self- and Other-Disparaging Wit/Humor and Speaker Ethos: Three Experiments.

PUB DATE- Jun 84

NOTE- 12p.; Paper presented at the Annual Meeting of the International Conference on Humor (4th, Tel Aviv, Israel, June 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audience Analysis; Communication Research; *Humor; Information Sources; *Interpersonal Communication; *Language Usage; Personality Studies; *Personality Traits; Power Structure; Rhetorical Invention; Social Cognition; *Speeches

Listeners generally rate speakers of high initial ethos (such as university professors) using mildly self-deprecating humor highly on traits like "wittiness" and "funniness." A three-part study investigated whether a speaker of lower initial ethos (such as a student) can "get away" with such self-deprecation. In Experiment 1, college students read versions of a speech that varied by low versus high speaker ethos, and humor versus no humor, where the humor in the speech put down the professional field of the speaker and was "witty." Subjects rated both speaker types higher when humor was used. In Experiment 2, the ethos difference between speaker types was wider, the humor put down the speaker rather than the profession, and it was "humorous." Subjects rated these speakers lower for authoritativeness in the humor conditions. A different set of subjects rated the witty materials of Experiments 1 and 2 to confirm that the "childish" nature of the humor in the second experiment led to the lower authority rankings. Experiment 3 tested the effects of self- versus other-directed humor by having subjects read three speeches on choosing psychology as a career attributed to (1) a psychologist (self-deprecating humor), (2) an economist (other-directed humor), or (3) control (no humor). Subjects ranked both speakers using wit higher than the control speaker, which indicates that tasteful disparaging wit may be used successfully by speakers whether that wit disparages self or others. (SKC)

ED 282 288   EA 019 327

Baldwin, Grover H.
Quantitative Decision Making.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 34p.; Chapter 7 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Accountability; *Decision Making; Elementary Secondary Education; *Evaluation Methods; Models; Problem Solving; Resource Allocation; Risk; School Districts; *Statistical Analysis
IDENTIFIERS- Quantification Processes

The use of quantitative decision making tools provides the decision maker with a range of alternatives among which to decide, permits acceptance and use of the optimal solution, and decreases risk. Training line administrators in the use of these tools can help school business officials obtain reliable information upon which to base district decisions. This chapter of "Principles of School Business Management" opens by discussing the essentials of the problem-solving process, including the definition of problems and the development of models that will permit effective testing of proposed solutions to problems. Special attention is paid to decision logic tables and the importance of mathematical techniques. The chapter then describes the characteristics and application of linear programming, particularly in relation to resource allocation. The influence of risk factors on decision making is reviewed next, and the value and applications of decision trees are analyzed. The use of deterministic models in inventory control is the chapter's next topic; the technique called Economic Order Quantity is stressed. The chapter concludes with an examination of Multi Criteria Decision Making, a tool used when several factors affect decisions. Ten sources are cited in footnotes, and 23 tables illustrate application of the techniques discussed. (PGD)

ED 282 302 EA 019 341

Wood, R. Craig
Capital Outlay and Bonding.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 31p.; Chapter 21 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Bond Issues; *Capital Outlay (for Fixed Assets); Educational Facilities; *Educational Finance; Elementary Secondary Education; Property Taxes; School Construction; State Aid

This chapter of "Principles of School Business Management" provides a generic overview of the major tasks associated with financing a school district's large capital programs. The chapter opens with a brief historical review of the limited provisions made for capital outlay prior to the 1960s and of the trends in financing in recent decades. The chapter then examines specific methods used for financing capital projects, including municipal bonds, sinking funds, the use of current revenues, and the formation of holding corporations. Factors affecting the issuance of bonds are considered next, including bond ratings and the need for legal and financial advice. The chapter next outlines the prospectus' statements concerning the purpose of the issue; bond dates, types, denominations, and maturities; the paying agent; interest payment dates and rates; delivery deadlines; legal opinion; the bidding and award process; district financial information; future financing; pending litigation; and general district facts. The chapter concludes with discussion of the actual sale of issue, the registration of bonds, the investment of proceeds from the sale, advanced refunding, and bond insurance. Information that must be provided for the issuance of ratings is listed and 21 footnotes citing relevant sources are provided. (PGD)

ED 282 356 EA 019 460

Bagin, Don; And Others
Public Relations for Administrators.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-101-4
PUB DATE- 85
NOTE- 125p.
AVAILABLE FROM- Publication Sales, American Association of School

Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00146; $7.95; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Communication Skills; *Community Involvement; Community Surveys; Elementary Secondary Education; Government Role; *Interpersonal Communication; Mass Media; *Organizational Communication; Participative Decision Making; *Planning; Publications; Publicity; Public Opinion; *Public Relations; Public Support; School Support; Self Evaluation (Groups); Staff Development

This volume provides information and recommendations about public relations to assist school administrators in developing effective communication. The document contains 15 chapters. "The Scope of Public Relations," chapter 1, specifies characteristics of and individuals responsible for an effective program. Chapter 2, "Personal Public Relations," examines interpersonal and nonverbal communication. Managing public relations is outlined in chapter 3, "Planning for Public Relaitons." Chapter 4, "Feedback/Listening," explains ways to conduct community surveys. "Internal Communication," chapter 5, recommends methods to improve staff relationships. "The Public Relations Role of All Employees," chapter 6, offers guidelines for personnel. Chapter 7, "Community Involvement," deals with participation by parents, community, volunteers, and various groups. Chapters 8 and 9, "Working with Government Officials" and "News Media Relations," describe how successful interactions are developed with these groups. Chapter 10, "Publications," details planning, writing, and executing school publications. Advantages and methods of information technology are explored in chapter 11, "Using Technology in Public Relations." Public relations priorities and strategies are discussed in "Issues Management," chapter 12. Planning campaigns and involving people are analyzed in chapter 13, "Conducting Campaigns." Establishing an evaluation system for employees and programs is described in chapter 14, "Evaluation." Chapter 15, "Public Relations Resources," provides three pages of references. (CJH)

ED 282 012 CE 047 104

Doran, Dorothy; And Others
Administrative Support.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Aug 86
NOTE- 297p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; Communication Skills; Competency Based Education; Coordination; Equipment Utilization; Learning Activities; Lesson Plans; *Managerial Occupations; Office Machines; *Office Occupations Education; *Receptionists; Recordkeeping; Secondary Education; *Secretaries; Supervisory Methods; Telephone Usage Instruction; *Word Processing
IDENTIFIERS- *Administrative Assistants

This guide is intended to assist business education teachers in administrative support courses. The materials presented are based on the Arizona validated occupational competencies and tasks for the occupations of receptionist, secretary, and administrative assistant. Word processing skills have been infused into each of the three sections. The guide includes competency/skill task lists, an employability skills charts crosswalk, an instructor's guide to 39 validated competencies, and an annotated bibliography. Each section of the curriculum guide contains the following: competency/skill, task, performance objective (including conditions, evaluation measure, and standard), suggested student learning experiences, suggested instructional techniques, necessary instructional equipment and materials, recommended resources, and information sheets. The following are among the 10 receptionist, 14

secretarial, and 15 administrative assistant skills/competencies covered: uses written and oral communication and personal responsibility skills; uses office equipment to complete job tasks; applies principles of records filing; uses reference materials in completing job tasks; organizes work area; schedules appointments according to company procedures; receives and places telephone calls; receives visitors to the office; processes mail according to company procedures; applies principles of financial record keeping; maintains office supplies; coordinates travel and business meeting arrangements; and supervises personnel. (MN)

ED 282 041 CE 047 188

Dilger, Joan W., Comp.; Grimes, Francis E., Comp.
Project Linkage. Career and Vocational Activities.
Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- Nov 82
NOTE- 204p.; Some drawings will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Behavioral Objectives; *Career Education; Communication Skills; Computation; Decision Making; *Elementary School Curriculum; Elementary Secondary Education; Health Education; *Integrated Curriculum; Interpersonal Competence; Language Arts; Learning Activities; Leisure Time; Mathematics Curriculum; Occupational Information; Physical Education; Science Curriculum; *Secondary School Curriculum; Self Concept; Social Studies; Vocational Education; Work Attitudes

This manual is intended to enable teachers to infuse career/vocational objectives in specific content areas and reinforce or make more practical many of the basic skills and knowledge they teach. It uses the K-14 Matrix Career/Vocational Development Profile goals and objectives and interfaces these objectives with specific subject areas, which, in turn, are correlated with other objectives from various segments of the Middletown Township Public Schools, Middletown, New Jersey, curriculum. The manual is divided into 10 sections or goal areas dealing with: self-awareness, interpersonal skills, decision making, work attitudes, communication/computation skills, career

implications of subjects, socio/technical/economic/political understanding, career information, marketable skills, and leisure preferences. Each objective within a section or goal area is headed by a logo denoting the content area that it primarily addresses. Grade levels are given for specific lessons, the lesson itself is provided, related subjects are mentioned, and correlations with Middletown's curricula are noted. The material is indexed in two ways: by subject, followed by goal and objective, and by titles of lessons in alphabetical order. It is illustrated with black and white drawings. (YLB)

ED 282 081 CE 047 333

Harvey, Dexter; Cap, Orest
Elderly Service Workers' Training Project. Block C: Work Environment. Module C.1: Work Environment 1.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 87
NOTE- 31p.; For related documents, see ED 273 809-819 and CE 047 321-332.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Aging (Individuals); Client Characteristics (Human Services); *Counselor Training; *Cross Cultural Training; Cultural Education; Ethnic Groups; Foreign Countries; Gerontology; *Human Services; Interpersonal Competence; Learning Modules; Older Adults; Postsecondary Education; Role Conflict; *Stress Management; *Stress Variables; *Work Environment
IDENTIFIERS- *Manitoba

This learning module, which is part of a three-block series intended to help human service workers develop the skills necessary to solve the problems encountered in their daily contact with elderly clients of different cultural backgrounds, deals with the work environment of a human services worker who deals primarily with elderly minority persons. The general objectives of the module are to help human services workers understand the importance of stress and quality of life to the work experience, the role of stressors and the ways in which work conditions could produce a stressful experience, ways in which excessive stress may be avoided or reduced, and some major characteristics or conditions of human services jobs that may become stressors. The following topics are

covered in the individual sections: stress and quality of life; the stressor; ways of avoiding or reducing excessive stress (identification of potential stressors in the work environment, realization of their impact, and ways in which demands, constraints, and opportunities can contribute to stress); and characteristics or conditions of human services jobs as potential stressors (role, role conflict, role ambiguity, quantitative and qualitative role overload, role underload and underutilization, and role significance). A list of suggested resources is appended. (MN)

ED 282 235 CS 210 531

Howell, Helen
Literature, Comprehension, and Gifted Readers.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academically Gifted; *Childrens Literature; *Critical Reading; *Critical Thinking; Elementary Education; Literary Criticism; *Literature Appreciation; Picture Books; Reading Attitudes; Reading Comprehension; *Reading Instruction; Reading Programs; Reading Skills; Reading Strategies

Many gifted children enter kindergarten already reading and in need of reading instruction that is different from the regular program. A reading program for gifted youngsters that is literature-based will help develop comprehension skills at the highest cognitive levels and will also foster the desire to read. Beginning with the interpretation of illustrations in wordless picture books and continuing with print material, children can identify story themes (main ideas), predict plot outcomes, and define characters and setting. Possibilities for developing sequencing skills include: (1) putting the main points on cards, arranging them in order; (2) outlining/telling what happens through creative drama; and (3) using a flannel board and cutouts. Frequent questioning helps children to develop a viewpoint, to analyze characterization and to evaluate various elements in the story. Children with more advanced conceptual development and background can deal with books with more complicated plot structure, such as Beverly Cleary's "Dear Mr. Henshaw" or Natalie Babbitt's "Tuck Everlasting." Students should be encouraged to keep their own journals, an activity that increases language skills and self-understanding. The activities of comparison/contrast may be used advantageously with books by the same author or in series, or with books with similar elements. Book

discussion groups are particularly effective when used with gifted children, but care should be taken never to scrutinize, dissect, or analyze until reading literature loses its appeal as an enjoyable lifelong activity. (References and a book list are included.) (NKA)

ED 282 316 EA 019 411

Grande, Alexander
How Boards Can Improve Teacher Performance.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 4-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board of Education Role; *Elementary Secondary Education; Incentives; Inservice Education; *Instructional Leadership; Organizations (Groups); Professional Associations; *Professional Development; Program Development; Recognition (Achievement); Seminars; Teacher Education Programs; *Teacher Effectiveness

Effective school board leadership based on involvement and example can effectively enhance teacher performance. The first of five strategies presented to encourage maximum performance is the "Science of Teaching Program," allowing staff members, in a six-day seminar format, the opportunity to be exposed to a framework for making wise professional decisions, to identify effective instructional behaviors, and provide the opportunity to practice them in a supportive environment. The second strategy is the "Teacher Incentive for Excellence Program," designed to encourage the professional staff to maintain or expand educational programs. Proposals may include funding for new or continuing programs, salaries, supplies, equipment, travel, or other resource personnel or materials, and are evaluated by a selection committee of administrators and board members. The third strategy is the "Staff Recognition Program," emphasizing the recognition of faculty performance to encourage maximum teaching energies and a high degree of professionalism. The fourth strategy, the "Professional Growth Cycle," identifies key concepts in four major areas: (1) professional skills, (2) instructional technology, (3) curriculum, and (4) interpersonal/communication activities. The fifth strategy, "Utilizing Your Professional Associations," emphasizes involvement in professional organizations by administrators and educational leaders and instructing others by demonstrating leadership characteristics (WTH)

ED 282 329 EA 019 425

Reader, William; Taylor, Bob L.
The Curriculum Director: Power vs. Persuasion.
PUB DATE- Mar 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New Orleans, LA, March 21-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Communication (Thought Transfer); *Curriculum Development; Curriculum Evaluation; Educational Change; Elementary Secondary Education; *Human Relations; *Leadership Qualities; *Persuasive Discourse; Power Structure
IDENTIFIERS- Association for Supervision and Curriculum Devel; *Curriculum Directors; University of Colorado

A study was done at the University of Colorado to determine the qualifications, priorities, behaviors, and authority base of effective curriculum directors in six Colorado school districts. The study employed both qualitative and quantitative research. The qualitative data were obtained by observing and interviewing the curriculum directors and by collecting curriculum documents; the quantitative research was done through questionnaires completed by curriculum directors, personnel with curriculum-related tasks, and other educators. The combined data obtained in the study generally revealed that effective curriculum directors had a doctorate and a theoretical background in curriculum development; the authority base, whether staff or line, was unimportant; the curriculum directors developed the human element of the organization; they spent most of their time working on curriculum tasks; they assessed the needs and beliefs of the district and evaluated the curriculum's success; they emphasized effective communication and the change process; selecting and acquiring instructional tools was a priority; and, lastly, the effective curriculum directors generally exercised persuasion and influence instead of power. The document includes a list of references. (RG)

Hickrod, G. Alan Karnes-Wallis; And Others
A Brief History of K-12 Finance in Illinois, or, 162 Years in Search of the Perfect Formula. The MacArthur/Spencer Special Series on Illinois School Finance, Number 2.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 87
NOTE- 18p.
AVAILABLE FROM- Publication Sales, Center for the Study of Educational Finance, Illinois State University, 331 DeGarmo Hall, Normal, IL 61761 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Educational Equity (Finance); *Educational Finance; *Educational Legislation; Elementary Secondary Education; *Politics of Education; *State Aid; State History; State Legislation; State Programs; State School District Relationship; *Tax Allocation
IDENTIFIERS- *Illinois

Contemplation by the Illinois General Assembly of a new grant-in-aid system for school finance has suggested a review of educational finance in that state. Taxation maintaining support of public education since 1825 and the establishment of the first free schools are examined. The issue of local funding, the inequities caused by such funding due to the poor resources of some districts, and the steps taken by the General Assembly to correct that problem are investigated. The passage of the first state sales tax in an effort to save the schools during the depression of 1929 is covered, and the Resource Equalizer formula, calling for greater state aid to education and emphasizing reward for local effort and poverty impaction weighting for students, is examined. Developments such as legislative changes in the Resource Equalizer formula in 1976, changes in farm land assessment and poverty impaction weighting from 1977 to 1979, and the ending of the reward-for-local-effort experiment in 1980 are discussed. The 1934 proposal of the Resource Cost Model system of grant-in-aid, the 1985 educational reform bill, and the establishment in 1986 of various committees to review the grant-in-aid system are also examined. Thirteen notes and references conclude the monograph. (WTH)

ED 281 984 CE 047 043

Akamine, Toshio; Dillard, Cynthia B.
Improving Access of Special Populations to Vocational Education in the Yakima School District. Final Report.
Washington State Univ., Pullman. Dept. of Elementary and Secondary Education.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 31 Dec 86
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Advisory Committees; Disabilities; *Disadvantaged Youth; Economically Disadvantaged; *Educational Attitudes; *Enrollment; *Enrollment Influences; Ethnic Groups;

Females; High Schools; Limited English Speaking; Migrant Youth; Parent Attitudes; Student Attitudes; Student Recruitment; *Vocational Education
IDENTIFIERS- Special Needs Students; Yakima Public School District WA

This study sought to determine and examine the barriers to student enrollment in vocational education programs, especially as they related to ethnic minority, economically disadvantaged, limited English proficient, handicapped, migrant, and female students, as perceived by students, parents, and vocational advisory committee members in the Yakima (Washington) School District. To identify such barriers, researchers used the following data collection procedures: (1) on-site collection of data on vocational courses taken by 10th-12th grade students, as well as information on sex, race, English proficiency, economic disadvantagement, and migrant status; (2) an on-site survey of 1,783 students in grades 10-12; and (3) mailed surveys of 200 parents and 49 vocational advisory committee members. The study found that special needs populations enrolled in vocational education in similar percentages as majority student populations, but that there were differentiated patterns of enrollment in vocational courses by special needs and majority populations. The study also found significant barriers to vocational education programs and consequent employment perceived by students, parents, and advisory committee members. These barriers include the inability to schedule vocational classes, inadequate vocational program counseling, and lack of information regarding vocational education. Recommendations to increase student access to vocational courses are made as a result of the study. (Appendixes include the study instruments and supplementary forms and checklists.) (Author/KC)

ED 282 027 CE 047 122

Levy, Laurie, Comp.
Microcomputer Software for Vocational Education.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
PUB DATE- Apr 85
NOTE- 239p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Agricultural Education; Allied Health Occupations Education; Business Education; Career Education; Computer Literacy; Consumer Education; *Courseware; Distributive Education; *Home Economics; *Microcomputers; *Office Occupations Education; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Special Needs Students

This listing offers educators a resource for locating microcomputer software to meet the specific needs of their vocational programs and students. Approximately 650 separate items of microcomputer software for vocational education programs are included. The software is categorized under 10 skill areas: agriculture, business, careers, computer literacy, consumer education, distributive education, health, home economics, special needs, and trade and industrial. The listing for each piece of software includes this information: program title, skill area, description (a synopsis of the description that appears in the software catalog), focus (any subheading of the skill area), vendor/publisher (marketer of the software), system requirements, computer, price, special requirements/adaptability (additional features of the program that allow flexibility for special needs purposes), and copyright/back-up policy (explanation of manufacturer's policy). Appendixes include a copy of the form used for these listings, a copy of the software review form (for evaluation of the software), a copy of the software evaluation form used by the National Center for Research in Vocational Education, and a list of software catalogs. (YLB)

ED 282 054 CE 047 262

Hill, Susan T.
Trends in Adult Education 1969-1984.
Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-307
PUB DATE- 87
NOTE- 78p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Education; *Adult Students; *Educational Finance; Educational Research; *Educational Trends; *Enrollment Trends; Participant Characteristics; *Student Characteristics; Student Costs; Student Financial Aid

This report presents national statistics on trends of participation in adult education. The source of the data is the Survey of Adult Education that was conducted triennially between 1969 and 1984 by the Census Bureau for the Center for Education Statistics. Overall trends are portrayed through the use of graphs. Data are presented in these areas: characteristics of adult education participants, level of adult education activities, reasons for taking adult education, adult education courses taken for credit, providers of adult education, and financing of adult education. Detailed tables on adult education courses and participants in May 1984 are provided in Appendix I. Appendix II contains detailed information on the surveys, including sources of data, reliability of the estimates, and previously published reports on the Surveys of Adult Education (which provide detailed data for 1969-81). Appendix III has information on the 1984 survey standard error tables and their use as well as the 1984 survey form and flashcard. (YLB)

ED 282 068   CE 047 289

Bermant, M.; And Others
Human Resources Development Policy. A Structured Approach to Its Definition, Analysis and Evaluation. Training Policies Discussion Paper No. 13.
International Labour Office, Geneva (Switzerland).
REPORT NO.- ISBN-92-2-105513-2
PUB DATE- Apr 86
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Education Work Relationship; *Enrollment; Entry Workers; *Job Placement; *Job Training; *Labor Force Development; Labor Market; Planning; Program Development; *Public Policy

This study provides a tool for describing, analyzing, and evaluating the effectiveness of human resources development (HRD) systems and their components. It is intended for policy makers, planners, and senior officials from government, employers', and workers' organizations who have responsibilities in human resources development. The first part depicts human resources development and utilization as a comprehensive feedback system and shows the interdependence between different subsystems and components. The second part describes a hierarchical set of policies (a policy tree) that governs HRD. Each major HRD policy area is disaggregated into its constituting elements and analyzed. The policy areas are enrollment, training, and entry into work. At different levels of aggregation, the goals of an HRD policy are identified, highlighting how the goals of various components are formulated and how they could be achieved. This part also identifies and defines selected quantitative and qualitative indicators in an endeavor to measure, assess, and compare training efforts. A 58-page checklist for analyzing HRD policy is appended. (YLB)

ED 282 095 CE 047 363

Naylor, Michele
Articulation between Secondary or Postsecondary Vocational Educatio
Programs and Proprietary Schools. Overview. ERIC Digest No. 64.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 4p.
CONTRACT- 400-84-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Articulation (Education); *College Credits; Community Colleges; Postsecondary Education; Program Descriptions; Program Development; *Proprietary Schools; *Public Colleges; Secondary Education; *Transfer Policy; *Vocational Education; Vocational

Schools
IDENTIFIERS- ERIC Digests

Although the benefits of articulation between secondary and postsecondary vocational programs are clear, progress in articulation between proprietary schools and secondary and/or postsecondary programs has been slow. The fundamental barrier to articulation between proprietary schools and postsecondary vocational education programs is faculty reluctance to be associated with a school that aims to make a profit. Besides faculty reluctance, the following present major barriers to articulation: communication breakdown, lack of enthusiasm, inability to sell the concept at the top level, leadership, staff elitism, and reluctance to change curriculum. Strategies for overcoming these barriers include arranging regularly scheduled meetings in the various schools, publishing a newsletter on the articulation effort, establishing an inservice meeting to disseminate information about the articulation effort, focusing on "students first," bringing in consultants, involving top personnel in planning, having representatives from both institutions on committees, and redesigning curricula at both schools. Three types of articulation are (1) private occupational schools that accept secondary vocational program graduates into their educational offerings, (2) cooperation between two or more proprietary schools, and (3) arrangements whereby graduates of proprietary schools are accepted into and continue their education at a community college or four-year school. This last type, transfer of credit, is the most common and is used in a variety of places. (KC)

ED 282 125 CG 019 889

Gabriel, Roy M.; Anderson, Patricia S.

Identifying At-Risk Youth in the Northwest States: A Regional Database.

Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Mar 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adolescents; *Databases; *Dropout Characteristics; *Family Characteristics; *High Risk Students; Identification; Information Utilization; *Potential Dropouts; Secondary Education; Secondary School Students; Social Behavior
IDENTIFIERS- *United States (Northwest)

This report examining at-risk youth uses information from a regional database to illustrate the prevalence of at-risk youth within and across the six northwest states (Alaska, Hawaii, Idaho, Montana, Oregon, Washington). These analyses are presented to illustrate the use of a database to aid state level decision-makers in identifying the prevalence and distribution of students at-risk. In the first section, "Who are the Children At-Risk in Today's Schools?," risk indicators are categorized as background, performance, or behavior characteristics. The second section, "How Prevalent are the At-Risk Youth in the Northwest?," displays prevalence on a state-by-state basis and gives regional summaries against which individual states may be compared. Patterns of at-risk students in school districts of varying size, rurality, and poverty levels within states are illustrated. Two outcomes of risk, dropping out of school and unemployment, are discussed and family background, school achievement, and social behavior are examined as symptoms of risk. The report concludes with a discussion of the stages of database development, other potential uses, and a sampler of policy implications of the information produced from the Northwest Regional Educational Laboratory database. References, 13 tables, and 2 figures are included. A detailed summary of the contents of the database is appended (NB)

ED 282 153 CG 019 920

Pinkston, Ria R.
The Process of Brainstorming.
PUB DATE- 81
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Brainstorming; Creative Activities; Creative Expression; *Creativity; *Discussion Groups; *Divergent Thinking; *Problem Solving; *Productive Thinking; Spontaneous Behavior

In brainstorming a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously contributed by members. Brainstorming is recommended when the generation of ideas will be beneficial to the solution of problems. Four fundamental rules of brainstorming include: (1) criticism is not allowed during the thinking phase; (2) unconventional, wild ideas are encouraged; (3) quantity of ideas are sought; and (4) members are encouraged to combine and improve previous ideas. Ideas should be recorded in a reportorial manner. These ideas can be evaluated by the same or another group. The problem should be brief and to the point. Experts and amateurs should be included in the group. Experts disagree about whether or not the problem should be given to the group members before the brainstorming session. Advantagaes of brainstorming include participant enjoyment of the hard work, increase in initiative, and accomplishment of a task by a group in a shorter time than an individual would take. Disadvantages of brainstorming include forgetting the overall objective and group members using the session to pool knowledge rather than produce ideas. The value of brainstorming as an idea-getting technique has been proven time and time again. (ABL)

ED 282 168 CG 019 936

Braciszeski, Terry L.
Family Systems Issues Associated with Closed Head Injuries.

PUB DATE- 7 May 87
NOTE- 8p.; Paper presented at the Annual Children's Center Spring Conference (8th, Detroit, MI, May 7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emotional Adjustment; *Family Counseling; Family Problems; Family Relationship; Individual Development; *Neurological Impairments; *Patient Education; Personality Problems; Socialization; Social Support Groups
IDENTIFIERS- *Closed Head Injuries

This report begins by providing two case examples of closed head injuries in families. Closed head injuries or traumatic brain injuries are briefly defined and it is noted that brain injury can cause socialization problems, personality changes, and confusion. It is suggested that families that have an individual member with a closed head injury can become stuck in the developmental life cycle. The need for family education, support, and therapy is explained and strategies for helping families are discussed. It is recommended that family therapists working with these families: (1) understand the family history; (2) provide education, support, and therapy; and (3) encourage a supportive, nurturing environment. The need for a complete assessment is emphasized and the usefulness of an interdisciplinary team approach to assessment is discussed. Developmental issues are considered for children, adolescents, and adults who experience a closed head injury. (NB)

ED 282 194 CS 210 317

Fuchs, Gaynell M.
Mona Lisa Writes a Letter: An Alternative to the Research Paper.
PUB DATE- Mar 87
NOTE- 20p.; Paper presented at the Spring Conference of the National Council of Teachers of English (6th, Louisville, KY, March 26-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Values; *Art Appreciation; Art History; Class Activities; Critical Thinking; Cultural Context; Cultural Enrichment; *Females; Instructional Improvement; Literature Appreciation; *Research Papers (Students); *Sex Bias; Sex Role; Student Research; *Writing Exercises; *Writing Improvement
IDENTIFIERS- Voice (Rhetoric)

As an alternative to the research paper for a course on Sexism in Literature, the idea of looking at feminine beauty through time and space was borrowed from Kenneth Clark's book, "Feminine Beauty." After a field trip to the Honolulu Academy of Arts and a background survey of library materials, each student chose a reproduction about which to write, complete with footnotes and bibliography. Despite some excellent papers, a realization that something was missing from the assignment led to the addition of a new facet. The students were asked to assume the identity of the woman in the art work and discuss her life and background, or alternatively, to assume the role of museum docent, explaining the woman and the art work to a group of museum visitors. A bibliography was required for the paper, but not footnotes. After researching the period, the students were asked to look through their notes and free write, working in the reference material. This time the students wrote better mechanically--the addition of "voice" or point of view added a freshness of expression; there was little evidence of plagiarism; students expanded on the topic as they became interested; from the standpoint of fostering writing as thinking, there was a much better synthesis of material; and students seemed better able to grasp the actual role of the woman in her society as they identified with her. (Copies of a handout outlining the project and procedures, as well as a comprehensive bibliography are included.) (NKA)

ED 282 262 CS 505 591

Broome, Benjamin J.
Communication and Conflict Resolution in Managing Tribal Governance Issues among American Indians.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Culture; *American Indians; *Conflict Resolution; Cultural Influences; Decision Making; Federal Indian Relationship; Interpersonal Communication; Political Divisions (Geographic); Problem Solving; *Tribal Sovereignty; *Tribes
IDENTIFIERS- *Americans for Indian Opportunity

In traditional North American Indian societies, decisions are made by consensus rather than by authorities. Americans for Indian Opportunity (AIO), an organization concerned with the issue of tribal governance, considers poor communication and disagreements about issues of power, resources, and recognition to be among the causes for conflict within and among Indian communities. The AIO requested assistance in resolving tribal governance problems from Virginia's George Mason University's Center for Interactive Management, and the two organizations brought together 12 tribal leaders from various areas of the United States for a problem definition and resolution session. The session's objectives were (1) to identify significant governance issues for the next decade, (2) to organize these issues for appropriate action, (3) to develop a preliminary representation of options and initiatives, and (4) to expose participants to the Interactive Management approach for issue-management. A total of 50 items of contention were identified as a result of the session, from which participants selected a subset of 29 items of greater importance. Time constraints prevented further progress, but future work might focus on designing strategies compatible with each leader's specific situation. The process of learning together created a spirit of cooperation among the participants, and this bond suggested that future problem-solving will be easier. (Two figures and a two-page bibliography are included.) (AEW)

ED 281 999 CE 047 075

Osguthorpe, Russell T.; And Others

An Evaluation of Utah's Single Parent and Displaced Homemaker Programs. Final Report for Fiscal Year 1986.

SPONS. AGENCY- Utah State Office of Education, Salt Lake City. Div. of Vocational Education.
PUB DATE- 30 Sep 86
NOTE- 225p.; Appendix D contains small print.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Assertiveness; *Displaced Homemakers; *Employment Potential; *Employment Programs; *Fatherless Family; Females; *Job Skills; Job Training; Outcomes of Education; *Program Effectiveness; State Programs; Womens Education
IDENTIFIERS- Utah

To help the many displaced homemakers and single mothers in Utah learn to take charge of their lives and obtain employment, the state of Utah sponsored six programs, each of which should include all necessary services for these clients to progress both personally and professionally. An evaluation of these programs was conducted to develop a statewide recordkeeping system, to describe the nature of the client population, to describe the nature of the services offered, and to summarize the effects on clients' lives. Follow-up surveys sampled program participants after six months, and on-site observations were made. The study found that the target population of needy women was being served and that clients received primarily an intensive pre-employment course as the core service at most centers. The course also helped women develop an informal support group as they made friends within the class. From the data gathered, it was concluded that the services provided by the centers were viewed as effective and appropriate by both clients and outside observers. The study also found that many participants found employment or enrolled in vocational training. Twenty-four percent of the clients remained unemployed after the program. Recommendations were made to continue and improve the programs. (Extensive appendixes contain intake and follow-up forms and field notes describing the classes.) (KC)

ED 282 111 CG 019 875

Papini, Dennis R.
Variations in Conflictual Family Issues by Adolescent Pubertal Status, Gender, and Family Member.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 1987). For a related document, see CG 019 874.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; Age Differences; *Conflict; Family Life; *Family Relationship; *Parent Child Relationship; Secondary Education; *Sex Differences
IDENTIFIERS- *Puberty

Conflictual family issues appearing during adolescence have not been adequately dimensionalized. In addition to this problem, researchers have focused on age-related variations in family conflicts without investigating other characteristics. A study was conducted to describe organized domains of conflictual family issues and to describe variations in these domains by adolescent pubertal status, gender, and status as a family member. Sixty-three intact family triads (mother, father, and adolescent) completed the Issues Checklist and an instrument designed to assess pubertal status. Principal factor analysis with varimax rotation resulted in the retention of seven factors accounting for 78.52% of the variance. Separate stepwise regression analyses were conducted for each factor (using factor scores) with adolescent pubertal status, gender, and status as a family member as predictors. General and Appearance Issues were found to be more disruptive in families with daughters than in those with sons. Room Care and School Issues varied by status as a family member. Leisure and Time Management Issues varied by adolescent pubertal status. Only Household Issues were unrelated to any of the predictor variables. In summary, the affective climate of the family can be characterized by a variety of conflictual domains, the intensity of which appears to be related to adolescent pubertal status, gender, and status as a family member. (Author/NB)

ED 282 139 CG 019 906

Schonnesson, Lena Nilsson
The Relationship between Psychological Dysfunction and Sexuality within a Marital Context. Report on a Literature Study.
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

PUB DATE- Jan 87
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Depression (Psychology); *Interpersonal Relationship; *Marital Satisfaction; Marriage; *Mental Health; Personality Traits; *Psychological Characteristics; Sex Differences; *Sexuality; Spouses
IDENTIFIERS- *Intimacy

A literature study was conducted to highlight the relationship between psychological dysfunction and sexuality within a marital context. The research reviewed suggests that women report more psychological symptoms, in particular depression, than do men. The husband's personality and functioning appeared to determine the level of marital satisfaction. Although clear evidence was found of a link between relationship factors and development of sexual dysfunction, a gap exists in knowledge concerning cause and effect. A relationship between psychological dysfunction and sexuality appeared likely although again no cause and effect inferences could be made. A relationship between marital discord and children's problems was also indicated by the research review. The studies reviewed had several significant flaws which warrant caution in interpretation of results. Future research should attend to various dimensions of intimacy and their relationship to marital discord and psychological dysfunction; personality factors and their link to intimacy, marital discord, and psychological dysfunction; qualitative studies of couples characterized by marital conflict and/or psychological dysfunction; cohabitating couples and mixed intimate relationships; and the concept of gender and how the gender system influences intimate relationships. (Thirteen pages of references are included.) (NB)

ED 282 209 CS 210 436

Labercane, George D.; And Others

Responses of Prospective Language Arts Teachers to an Electronic Letter Writing Project.

PUB DATE- 86
NOTE- 26p.; Partial funding for project was provided by Apple Canada Education Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Education; Higher Education; *Interpersonal Communication; Language Arts; *Letters (Correspondence); Microcomputers; *Preservice Teacher Education; *Teacher Student Relationship; Word Processing; *Writing Improvement; Writing Research

The view that computers are crucial tools in current educational technology raises questions concerning their importance for prospective teachers and invites concern about how preservice teachers might react to interacting with both computers and children in an educational setting. Preservice language arts teachers with little computer experience were paired randomly with 30 fourth grade and 29 fifth grade children to form pen pal pairs. They exchanged letters via floppy disks carried back and forth between the college and the elementary school. Each pen pal pair completed six exchanges over four months. Findings indicated that the elementary school students gained writing and punctuation skills by modeling on the college students' letters, and that many pen pal pairs developed close, open relationships. Also, the majority of the preservice teachers expressed positive feelings about the project. Major benefits involved learning to use the computer and word processing software and developing a close relationship with an elementary school student. Major concerns and criticisms arose from technical problems, such as scheduling the use of the single available computer and having two college students share one elementary students pen pal. Most prospective teachers recommended that the project be continued and that it be extended with more exchanges and more computer training. (Author/SKC)

ED 282 223 CS 210 511

Pincus, J. David; Acharya, Lalit
Employee Communication during Crises: The Effects of Stress on Information Processing.
PUB DATE- Aug 87
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Behavior Patterns; *Cognitive Processes; Communication Problems; Communication Research; Communication Skills; Coping; *Employee Attitudes; *Employer Employee Relationship; Models; Office Management; *Organizational Communication; *Stress Management; *Work Attitudes
IDENTIFIERS- *Communication Patterns; Communication Strategies; *Crisis Management

Based on multidisciplinary research findings, this report proposes an information processing model of employees' response to highly stressful information environments arising during organizational crises. The introduction stresses the importance of management's handling crisis communication with employees skillfully. The second section points out advantages of a receiver (employee) oriented communication paradigm over one focusing on the sender (management), while the third section reviews the effects of stress on employees. The fourth section cautions that each individual's response to crisis situations differs and distinguishes two classes of individuals by their reactions: copers and avoiders, and the fifth section links employee reactions to crises with their own perceptions of the organizational situation (as opposed to managements' views). The sixth section reveals how copers and avoiders respond to and process information differently in crises, and underscores that neurotic avoidance responses must be converted to productive coping responses. The seventh section reiterates that previous management efforts at crisis response have been inadequate because, being sender oriented, they differ little from normal communication. The eighth section presents the Employee Crisis Reaction Model, which addresses individual employee reactions of the following types: (1) information paralysis/denial, (2) shifting information priorities, and (3) memory and logic failure. The ninth section outlines communication strategies for use by employers dealing with each of the three reaction types. The final section presents implications for future research. (A bibliography and diagram of the model are appended.) (SKC)

Fogo, Fred R.
The Rhetoric of Work and Economic Vision in the Mondale and Reagan 1984 Campaign Television Ads.
PUB DATE- May 87
NOTE- 18p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Employment; Ideology; *Mass Media Effects; Persuasive Discourse; *Political Candidates; *Presidential Campaigns (United States); Rhetoric; *Television; *Television Commercials; Television Research
IDENTIFIERS- *Mondale (Walter F); Political Advertising; *Reagan (Ronald)

Analysis of work rhetoric and economic vision in selected television ads from the 1984 presidential campaign showed that the ads of both Mondale and Reagan appropriated traditional "work ethic" appeals in presenting the candidates' economic visions, although each candidate emphasized different aspects of the American Dream. Mondale's surprisingly strong union, blue collar vision was materially grounded in the idea of work and stressed entitlements, fairness, and class division. Mondale ads featured material gains such as houses and stressed the worker/drone distinction--the difference between honest work and skimming off the profits of others. His most compelling ad featured a roller coaster, depicting the dizzying effects of Reagan's economic policy on working Americans. However, Reagan's vision emphasized hope, opportunity, upward mobility, and unity, seeking to hegemonize by bringing all Americans under a single ideological voice in pursuit of Reagan's definition of the American Dream. Reagan ads included business and managerial classes in the American Dream by depicting a unity between small business and labor. Nothing was guaranteed in Reagan's ads; rather he offered a chance to earn one's own way. These ads also played to Americans' sense of individualism and upward mobility and stressed that Reagan was rebuilding a lost dream, not creating a new one. Though slickly made, Reagan's ads were much less concrete than Mondale's and projected an abstract vision. (SKC)

ED 282 289 EA 019 328

Dembowski, Frederick L.
Management Information Systems in Educational Organizations.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 30p.; Chapter 8 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Computer Software; Elementary Secondary Education; *Management Information Systems; Microcomputers; Program Implementation; School Administration; School Business Officials; *School Districts

This chapter of "Principles of School Business Management" provides an overview of the role of computers--and microcomputers in particular--in the school business management process. The chapter opens with a background discussion of the management information system (MIS) concept in general. This topic is examined in terms of the characteristics of and interrelationships among three critical concepts: management, information, and systems. The chapter then turns to the impact of the microcomputer-based system, the peripheral devices, the characteristics and types of software available, and typical program features. The chapter next addresses human factors involved in implementing MIS. These factors include (1) overcoming resistance to implementation; (2) providing training for efficient use of MIS; and (3) managing the MIS operation. Specific applications of a micromputer-based MIS are the chapter's last major topic. A chart diagrams the relationships among typical uses in a school district. Seven sample reports that can be generated through the use of such a system are displayed. (PGD)

ED 282 303 EA 019 342

Wood, R. Craig; Worner, Wayne M.

School Closings.

Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 24p.; Chapter 22 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Role; *Declining Enrollment; Educational Facilities Planning; Elementary Secondary Education; Enrollment Projections; Reduction in Force; Retrenchment; School Business Officials; *School Closing

This chapter of "Principles of School Business Management" looks at the role of the school business official in an era of declining enrollments. Following an introductory review of national enrollment trends, the chapter discusses the use of the cohort survival technique for enrollment projection. The focus then shifts to the impact of enrollment decline. The relationships between enrollment decline and teacher employment needs (complicated by the requirements of special education and other special needs programs) are treated first; the second major area of impact is in the demand for school facilities. Planning for optimal facility utilization in different types and sizes of school districts is examined. The chapter concludes by considering school closing as an option for responding to enrollment decline. Maintaining adequate plans and projections at the individual school level, establishing school board policy, obtaining and analyzing relevant data, generating community support, and determining how to use or dispose of closed facilities are the major factors addressed. The school business administrator's role in providing advice, enrollment information, and financial data is discussed in the summary. Several tables and figures are provided, and 9 relevant sources are cited. (PGD)

ED 282 330 EA 019 426

Cole, Dennis W.; And Others
An Exploratory Study of Computer Use in Curriculum Development and Curriculum Management.
PUB DATE- Mar 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New Orleans, LA, March 21-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; *Curriculum Development; Educational Development; *Educational Resources; Elementary Secondary Education; National Surveys; *State Departments of Education
IDENTIFIERS- Colorado Assn for Supervision and Curric Develop

Little research has been done on the topic of computer use in curriculum development and curriculum management. This lack of information inspired a survey endorsed by the Colorado Association for Supervision and Curriculum Development (CASCD). After an initial survey of 106 subjects, including 50 state departments of education, 6 states were identified that presumably had had early exposure to computer use in education. The survey then focused on districts in these states, plus members of the CASCD, graduates at the University of Colorado, and districts cited on returned questionnaires. In most responses from the 81 computer-using districts, the curriculum department was found to be responsible for computer use in curriculum work. The average sum spent on computer use was $20,000 a year. Most respondents employed from one to three full-time and one to five part-time personnel to operate the computers. The software used was developed locally by the district. The questionnaires revealed that computers were used for monitoring student progress, for efficiency, and for speed. Finally, state agencies provided personnel and financial support twice as often as other agencies. The document includes eight tables, a list of selected references, a copy of the survey, and two other appendices. (RG)

ED 282 357 EA 019 468

Webb, Loretta C., Comp.
Raising Achievement among Minority Students. A Selected Summary of Successful Research and Instructional Programs.
American Association of School Administrators, Arlington, VA. Office of Minority Affairs.
REPORT NO.- ISBN-0-87652-111-1
PUB DATE- 87
NOTE- 39p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00183; $5.95; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Compensatory Education; Elementary Secondary Education; *Minority Group Children; Multicultural Education; Racial Integration; *Student Improvement

This document summarizes 9 successful research projects, 14 local instructional programs, 3 national programs, and 3 private school programs concerning the increase in achievement of minority students. The results of the most effective research projects indicate that differences in leadership affect scholastic achievement; nonacademic black students are more affected by the academic standards of classes than by contact with white students; generative transformational grammar allows students to decipher messages; incorporating black heritage into the instruction of American history improves the performance of black students in segregated schools; lastly, computer-assisted instruction (CAI) improves the language arts, reading, and math skills of Spanish-speaking students. The local instructional programs were generally very successful, whereas the success of the national or federal programs was limited. For instance, Head Start provides only short-term achievement gains. An example of an effective private school program is that offered at the Lower East Side International Community School (New York), whose urban black fifth-grade students gained 3 years and 3 months in reading over a 1-year period. Included are a table of contents and a list of references. (RG)

ED 282 013 CE 047 105

Rogers, Tom
Agriculture Power and Machinery.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Aug 86
NOTE- 529p.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; *Agricultural Machinery; *Auto Mechanics; Behavioral Objectives; Communication Skills; Competency Based Education; Computer Literacy; Engines; *Equipment Maintenance; Learning Activities; Lesson Plans; Postsecondary Education; *Power Technology; Safety; Secondary Education; Technical Writing; Vocational Education

This guide is intended to assist vocational agriculture teachers who are teaching secondary- or postsecondary-level courses in agricultural power and machinery. The materials presented are based on the Arizona validated occupational competencies and tasks for the following occupations: service manager, shop foreman, service technician, and tractor mechanic. The guide includes competency/skill task lists, an employability skills charts crosswalk, an instructor's guide to 35 validated competencies, and an annotated bibliography. Each section of the curriculum guide contains the following: competency/skill, task, performance objective (including conditions, evaluation measure, and standard), suggested student learning experiences, suggested instructional techniques, necessary instructional equipment and materials, and recommended resources. Examples of the competencies covered include the following: applies approved safety practices in servicing/repairing agricultural power and machinery; prepares new and used power and machinery for sale; inspects bearings, gears, and surfaces for excessive wear and clearance; installs gaskets, O-rings, and seals to control fluid leakage; reads and interprets parts manuals/microfiche to access/order needed parts; operates microcomputers/terminals to access computerized parts inventories; calibrates and services/repairs components and systems of tractors and traction units needed in agricultural operations; practices good interpersonal relations skills; and prepares accurate reports and documents. (MN)

ED 282 042 CE 047 189

Axelrod, Valija M.; And Others
Guidelines for Evaluating Secondary Vocational Education Programs for Special Populations.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 38p.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
1 DESCRIPTORS- *Disabilities; *Disadvantaged; *Evaluation Criteria; Evaluation Utilization; Guidelines; Limited English Speaking; Nontraditional Occupations; *Program Evaluation; Secondary Education; Special Education; *Vocational Education
IDENTIFIERS- *Special Needs Students

This publication offers 10 major policy recommendations for improving the evaluation of secondary vocational education programs for special populations and ultimately the programs themselves. In the 10 sections following an introduction, each of the policy areas is introduced by a brief overview. A policy recommendation is then made along with a brief rationale and overview of potential benefits. The 10 recommendations are concerned with stakeholder involvement, context analysis, problem delineation, multiple goals, evaluation focus, process and product evaluations, multiple methods of evaluation, evaluation utilization, continuous evaluation, and managing the evaluation. An appendix lists characteristics of effective secondary vocational education programs for special populations. (YLB)

ED 282 082 CE 047 336

Williams, Maureen S., Comp.
Evaluation of Microcomputer Software for ABE/GED Basic Skills Instruction.
Luzerne Intermediate Unit 18, Kingston, Pa.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Adult Basic Education Section.
PUB DATE- 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Annotated Bibliographies; Career Development; *Computer Assisted Instruction; Computer Literacy; *Computer Software Reviews; *Courseware; *High School Equivalency Programs; Language Arts; Microcomputers; Sciences; Social Studies
IDENTIFIERS- 310 Project

This booklet presents a comprehensive list of microcomputer software, along with evaluations, that may be beneficial to others seeking assistance in initiating a resource center for computer-assisted instruction. A summary of the project that developed this listing appears first. The software bibliography is arranged according to instructional areas. Materials in each area are listed alphabetically by title. The company, cost, instructional level, description, and evaluation are given for each piece of software. The upper right-hand corner of each evaluation contains a one-word overall evaluation: poor, fair, good, and excellent. Content areas include career development, computer literacy and tool, language arts, science, and social studies. Evaluations are based on how effectively each piece of software

would aid an adult learner seeking the Graduate Equivalency Diploma. Addresses of software publishers are appended. (YLB)

Evans, Dina M.
Adolescent Depression.
PUB DATE- Mar 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Development; *Adolescents; *Affective Behavior; Age Differences; *Antisocial Behavior; *Depression (Psychology); *Emotional Adjustment; *Psychological Patterns; Sex Differences
IDENTIFIERS- *Loss

Affective disorder is characterized by maladaptive changes in mood attitudes, energy level, and physical status. These changes constitute the basic dimensions of depression. Depression results from a combination of genetic and experiential factors. There are sex differences and age differences with regard to depression, and there is a high correlation of depression between mothers and their children. Cognitive, learned helplessness, and behavioral theories have been proposed to explain the role of loss in depression. The role of loss in causing depression helps to account for the rapid increase in the frequency of affective disorders throughout adolescence. The normal developmental process presents teenagers with many real losses and threats to their sense of adequacy. Younger adolescents rarely display traditional adult symptoms of depression. Depressed adolescents may have problem behavior which they act out through temper tantrums, running away, stealing, truancy, and other rebellious or antisocial acts. By the age of 15 or 16, adolescents may exhibit depression through drug abuse, sexual promiscuity, alienation, or suicidal behavior. Studies show that children do not outgrow depression. Three forms of treatment are commonly used to treat depressed adolescents: psychotherapy, environmental manipulation, and drug therapy. Although only about five percent of all adolescents are diagnosed as depressed, the incidence of depression in adolescence probably greatly exceeds this level. (NB)

ED 282 182 CS 008 819

Feeley, Joan T.; Wepner, Shelley B.
Rate Improvement in College: The Computer vs. Traditional Text.
PUB DATE- 23 Oct 86
NOTE- 13p.; Paper presented at the Annual Meeting of the College Reading Association (30th, Knoxville, TN, October 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Higher Education; *Reader Text Relationship; Reading Attitudes; *Reading Comprehension; Reading Improvement; *Reading Rate; Reading Research; Screens (Displays); *Speed Reading
IDENTIFIERS- Direct Instruction; Printed Text; *Screen Text

College students in a reading rate improvement course participated in a study (1) to determine the effects of text displayed on the computer screen as opposed to the printed page and (2) to see if computerized speed reading programs changed student attitudes toward reading efficiency exercises. Subjects, 26 students of similar reading comprehension abilities, either read entire passages displayed on computer screens and had the computer record their reading rate (the experimental group) or read printed pages and recorded their reading rate themselves (the control group). The students using computers read entire passages because word-by-word presentation has been shown to adversely affect reading efficiency. Each group read the same passages weekly, answered the same comprehension questions afterwards, and then calculated their own reading efficiency. To measure reading improvement, the Fast Reading section of the Stanford Diagnostic Reading Test was used as pretest and posttest. Results indicated that the form of presentation did not matter--students' reading efficiency improved because of practice in reading complete passages under self-controlled, timed conditions. In addition, when student attitudes toward the rate component of the reading program were tested by administering a course evaluation survey, both the computer group and the traditional group rated their mode of presentation highly, which shows that they perceived the direct practice with whole-text rate exercises as helpful, regardless of mode of presentation. (A copy of the evaluation survey is appended.) (SKC)

ED 282 236 CS 210 532

Yellin, David
"My Pen Pal Goes to College": A Functional Approach to Literacy Learning.
PUB DATE- Mar 87
NOTE- 11p.; Paper presented at the Spring Conference of the National Council of Teachers of English (6th, Louisville, KY, March 26-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); Grade 2; Higher Education; Holistic Approach; Interpersonal Communication; Language Acquisition; Language Arts; *Letters (Correspondence); *Literacy; Primary Education; Reading Writing Relationship; Student Attitudes; *Student Writing Models; *Writing Instruction; Writing Research; *Writing Skills
IDENTIFIERS- *Audience Awareness; *Pen Pals; Writing Attitudes

A study examined the effects of a "pen pal" letter writing exchange on undergraduate college students and second grade children. Subjects, 23 second graders, completed a letter writing attitude survey, and then (after receiving an explanation of what a pen pal is) exchanged letters with the undergraduates over a 15-week period. Results demonstrated that second graders could and did participate successfully in a letter writing exchange. The most significant result, from the teacher's point of view, was that by the end of the project, all the children were correctly using the friendly letter form (heading, greeting, body, closing, signature), acquired in a natural way by modeling their own letters on the ones they received. On the pretest the majority of the children indicated they felt positive about receiving letters but felt unsure or negative about their ability to write letters. On the posttest, however, all responded positively regarding writing and receiving letters and expressed confidence in their own writing abilities. Findings showed that the children always had something to say in every letter, and that they even solicited help with

their school work from their older pen pals. A peripheral benefit for reading was noted--each child read his or her letter carefully and usually read it aloud to a friend. (A list of refernces is appended.) (NKA)

ED 282 249 CS 210 553

Griffin, Susan
The Internal Voices of Invention: Shaftesbury's Soliloquy.
PUB DATE- Mar 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Higher Education; Language Styles; *Monologs; Persuasive Discourse; *Rhetorical Invention; Theory Practice Relationship; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Audience Awareness; *Author Text Relationship; *Shaftesbury (Anthony Ashley Cooper 3rd Earl of); Writing Attitudes

Anthony Ashley Cooper, the third Earl of Shaftesbury and eighteenth century essayist, offered an important piece of advice to writers--talk to yourself. Some composition texts still recommend various forms of internal dialogue as a means of constructing prophetic argument or internalizing a critical voice, but current instructional emphasis has been on audience awareness. Shaftesbury's "desert island discourse" leaves the writer in a self-contained rhetorical situation, in which the self comes to represent a universal audience, and what is decided internally is used in public persuasion. But the author who is anxious to accommodate an audience can become an "author-character"--a public persona--whose thought process is corrupted by his anxiety in the presence of an imagined public, leading ultimately to a loss of identity. In the case of student writing with the composition professor as audience, the results are familiar: inflated diction, formal tone, meticulous attention to "rules," whether appropriate or not. Shaftesbury sees two distinct personas in the individual, which he calls Reason and Appetite, or wisdom and self-interest. Language, for him, is the quintessential tool of self-deception, especially when employed by Appetite, or that worse voice within the self. For Shaftesbury, the mind must confront its own rhetoric and identify its own better half--only then will soliloquy become the route to true knowledge. The person who recognizes his or her inner wisdom can use it to make valid judgments, not only about rhetoric but about life. The soliloquy itself will be, for students, a venture into an alternate epistemological system, a

different model of the mind. (NKA)

ED 282 317 EA 019 412

Glickman, Carl D.; Pajak, Edward F.
A Study of School Systems in Georgia Which Have Improved Criterion Referenced Test Scores in Reading and Mathematics from 1982 to 1985.
Georgia Univ., Athens. Dept. of Curriculum and Supervision.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta.; Georgia Univ., Athens. Coll. of Education.
PUB DATE- 15 Jun 86
NOTE- 71p.
GRANT- FE1-58-6001998
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrators; *Criterion Referenced Tests; *Educational Change; *Educational Improvement; Elementary Education; Interviews; Mathematics Tests; Office Management; Reading Tests; *School Districts; *School Effectiveness; School Personnel; School Policy
IDENTIFIERS- Georgia

Studies that trace change over time are essential to inferring how people change. To add understanding to the change process in school systems in Georgia that demonstrated improved Criterion Referenced Test (CRT) scores for several consecutive years, this study was conducted. Interviews were held with 90 teachers, administrators, and supervisors in 15 elementary schools and 6 middle/junior/intermediate schools, and central office staff personnel from three school sysytems that have improved CRT performance of their students in fourth- and eighth-grade reading and mathematics for three consecutive years. Chapter 1 includes an introduction and description of the population and methodology of the study. The second chapter examines stories of CRT improvement by the school districts studied, giving the opinions and attitudes of faculty and administration, and the various approaches used. The third chapter describes results and conclusions, outlining eight general categories that explain commonalities across the school systems. Those categories are (1) awareness and alignment to CRT, (2) teaching and materials, (3) planning and sharing, (4) reviewing progress, (5) systemwide policies, (6) competition and cooperation, (7) influential persons, and (8) costs. Findings for each category are reported. Concluding the study are six references and two appendices (tables of CRT gains and interview forms). (WTH)

ED 282 343 EA 019 446

Wright, Ruth L.
Potential Effects of Teaching Reassignment on Curriculum Implementation.
PUB DATE- 87
NOTE- 36p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Hamilton, Ontario, Canada, May 31-June 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Curriculum Problems; Elementary Secondary Education; Labor Turnover; Organizational Theories; *Self Esteem; *Teacher Transfer; *Teaching Conditions
IDENTIFIERS- Collegiality

Forced teaching reassignment combined with curriculum implementation may have detrimental results. This negative effect is due mostly to the reassigned teachers' views of themselves. For instance, it is held that teachers are less motivated by the teaching act because their new work is unfamiliar; their damaged self-esteem makes curricular change difficult; the threat to their autonomy results in concern for themselves rather than their tasks; their "de facto" and "de jure" authority is challenged; their habits, imperviousness, and the nature of the teaching role interfere with curriculum implementation; and, finally, the teachers' past experiences influence their perception of the implementation. Other contributing factors are the reassigned teachers' view of the curriculum, of the people, and of the organization. The teachers tend to deal with their ignorance of the curriculum's content by developing an attitude of noninvolvement with their peers. They view the people with suspicion and respond by isolating themselves. Lastly, they perceive the organization with unfamiliarity. Several strategies suggested to curriculum managers for avoiding these effects include early identification of the necessity to reassign, provision of descriptions of curricular content, and orientation opportunities before the transfer. Five figures and 42 references are attached. (RG)

ED 282 028 CE 047 123

Loomis, Linda Jacobsen; Prickett, Charlotte
Applying Learning Principles and Theories to Vocational Education.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Jun 85
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; Educational Change; *Educational Principles; *Educational Strategies; Instructional Design; *Learning Theories; Postsecondary Education; Secondary Education; *Teaching Methods; *Vocational Education
IDENTIFIERS- Ausubel (David P); Bandura (Albert); Bruner (Jerome S); Gagne (Robert M); Havighurst (Robert); Piaget (Jean); Rogers (Carl); Skinner (B F)

This monograph is intended for use by vocational teachers, state supervisors, administrators, and curriculum developers as a resource guide in the development of sound curriculum for vocational programs in Arizona. It examines learning theories and principles and, where applicable, applies these ideas to vocational education. Chapter 1 introduces the topics of learning theories as teaching tools and their application. Each of the following eight chapters highlights a different learning theorist and identifies examples for vocational education teachers. After a brief overview of the learning theory in each chapter, specific principles are stated and outlined. These principles summarize the central idea expressed by the given theorist. The theorists are B. F. Skinner, Robert M. Gagne, Albert Bandura, Jerome Bruner, David P. Ausubel, Carl Rogers, Jean Piaget, and Robert Havighurst. Chapter 10 summarizes chapters 2-9 and again offers practical applications for vocational education. A listing of references is appended. (YLB)

ED 282 055 CE 047 264

Usova, George M.; Gibson, Marcia
Fundamental Practices of Curriculum Development.
PUB DATE- May 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Behavioral Objectives; Competency Based Education; *Curriculum Development; Job Training; Marine Technicians; *Maritime Education; *Test Construction; *Test Items; Trade and Industrial Education
IDENTIFIERS- Shipbuilders; Shipfitters; Shipping Industry; *Shipyard Training Modernization Program

Designed to give guidance to those involved in the curriculum development process within the Shipyard Training Modernization Program (STMP), this guide provides an understanding of the fundamental practices followed in the curriculum development process. It also demonstrates incorrect and correct approaches to the development of the curriculum components through the use of examples. Introductory sections provide STMP operational definitions for curriculum development and a description of the STMP training approach. The next section contains the following problem areas in curriculum design and construction: construction of objectives, consistency between objectives and test items, consistency between objectives and lesson content, and inclusion of all presentation components required to support the type of learning to be acquired. The sample development problem is followed by a brief discussion of the fundamental practice to be applied in correcting the problem, examples of the types of errors made, and an example of the correct approach for each error. A literature review is appended. (YLB)

ED 282 069 CE 047 321

Harvey, Dexter; Cap, Orest
Elderly Service Workers' Training Project. Final Report.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- May 87
NOTE- 112p.; For related documents, see ED 273 809-819 and CE 047 322-333.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); Authoring Aids (Programing); *Client Characteristics (Human Services); Computer Assisted Instruction; *Counselor Training; *Cross Cultural Training; Cultural Education; Ethnic Groups; Foreign Countries; *Gerontology; *Human Services; Instructional Materials; Interactive Video; Interpersonal Competence; Learning Modules; Material Development;

*Older Adults; Postsecondary Education; Regional Planning; Work Environment
IDENTIFIERS- *Manitoba

The Elderly Service Workers' Training Project (ESWTP) was designed to identify the problems encountered by human service workers in their daily contact with older adults. A needs assessment (mail survey and structured personal interview) was conducted throughout Manitoba to identify and document the scope of human service workers' on-the-job problems in providing services to older adults from the four principal ethnic groups in Manitoba: Ukrainian, French, German, and Native Canadian. The study findings were categorized into three areas or blocks: basic knowledge of the aging process, cultural gerontology (problem solving/helping skills), and work environment. Four cultural task committees were involved in generating the project's instructional modules. The following materials resulted from the project: 21 print, 12 interactive video, and 9 computer-assisted instruction learning modules; a user's guide; a handbook of selected case studies; the project final report; and the ESWTP authoring system. The three instructional blocks focus on (1) the personal development of the human services worker from the standpoint of beliefs and feelings about death and dying; (2) development of an understanding of older adults' personal beliefs, attitudes, and perspectives as a prerequisite for developing worker empathy for older adults; and (3) development of skills to deal with issues and seek solutions to problems in a manner consistent with different cultural backgrounds. (MN)

ED 282 154 CG 019 921

Goldenthal, Peter
Systematic Eclectic Psychotherapy: A Social Learning Perspective.
PUB DATE- Aug 86
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Effectiveness; *Counseling Theories; *Intervention; Models; Personality Theories; *Psychotherapy; *Socialization
IDENTIFIERS- *Social Learning Theory

Common factors contributing to the effectiveness of psychotherapy have come to be recognized. These include: (1) establishment of a safe, trusting, and supportive relationship; (2) encouragement of clients to engage in activities they had avoided; (3) provision of accurate feedback to clients; and (4) provision of a framework for clients to understand their problems. It is important to appreciate the ways in which clinicians may use common therapeutic strategies while having the benefit of the organizing framework provided by a cohesive theory of personality and psychotherapy. The dominant approaches to psychotherapy (psychoanalytic, client-centered, and behavior therapy) exclude a variety of potentially valuable interventions. Social learning theory, however, provides very few theory specific intervention techniques, nor does it eliminate any techniques from consideration. Social learning's focus on process related questions provides needed flexibility. Thus multiple techniques from a variety of sources can be employed to reach common clinical goals within the context of social learning theory. (ABL)

ED 282 169 CG 019 937

Mosbacker, Barrett
Teen Pregnancy and School-Based Health Clinics. A Family Research Report.
Family Research Council of America, Inc., Washington, DC.
PUB DATE- Aug 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Contraception; Early Parenthood; *Health Facilities; Moral Development; *Parent Responsibility; *Pregnancy; *Prevention; Program Effectiveness; *School Activities; Sexuality; Student Needs

To combat the problem of teenage pregnancy, public health clinics have made birth control counseling and free contraceptives available to minors and many public schools have implemented sex education programs. Despite the development and implementation of these programs, teenage sexual activity and pregnancy have increased. The increase in adolescent pregnancy has occurred even though more teenagers are using contraceptives, using more effective forms of contraceptives, and are exposed to more instruction on sexual behavior and birth control methods. School-based health clinics, the newest form of teenage pregnancy prevention programs, are also ineffective because they, like earlier programs, are founded on three flawed presuppositions: (1) the reliance on birth control to reduce teenage pregnancy; (2) the myth of moral neutrality; and (3) the "kids are going to do it anyway" mentality. School-based health clinics should not be funded because they usurp parental authority and involvement; fail to provide moral instruction; and are ineffective at reducing adolescent pregnancy, sexual activity, abortion, and sexually transmitted diseases. In order to combat teenage pregnancy a collective strategy is needed to encourage adolescents to say "no." (NB)

ED 282 263 CS 505 597

Thompson, Timothy N.
Analoguing Creativity & Culture: A Method for Metaphors.
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Development; Creative Thinking; *Creativity; Discovery Processes; Imagery; *Metaphors; *Organizational Climate; Organizational Communication; *Organizational Theories; Problem Solving; Theory Practice Relationship
IDENTIFIERS- *Analoguing; Analogy; Dialectic (Concept); Organizational Behavior; *Organizational Culture

Adding to the benefits of using metaphors as tools, "analoguing" (method of analysis that focuses on metaphors for meanings in use and meanings of metaphors in use) helps avoid excessive categorization and separation by looking for unities and patterns in phenomena rather than for divisions. Six months of observation of patterns of sense-making in the newsroom of an Ohio newspaper yielded several analogies for organizational creativity: (1) "muddling cliches" (or code cracking), (2) "weaving perspectives," (3) "aesthetic pattern meshing," (4) "wandering the neutral zone," (5) "random selection of chance adaptations," and (6) "chaotic symbolic action." All these analogies suggest creativity as a muddling dialectic between stability and flexibility, an image of messing things up before recombining. The image has important implications for group problem solving. Perhaps groups could practice "analoguing" to rename their problems or use it as a form of mapping, each new analogy providing fresh insights and offering diverse paths toward solutions. The shapers of an organization's culture should act toward the establishment and maintenance of an atmosphere of experimentation, acceptance of mistakes, high-variety solutions through chaotic action, loose goal setting and limited formal planning, time for wandering and incubation of ideas, rewards for random and unjustified variations in problem making and problem solving, as well as other creativity motivators like a sense of challenge and achievement, freedom, playfulness, and a system of mutual support. (NKA)

ED 281 985 CE 047 045

Schulenberg, John E.; Vondracek, Fred W.

Differentiation of Work Values during Adolescence.

SPONS. AGENCY- Pennsylvania State Univ., University Park. Center for the Study of Child and Adolescent Development.
PUB DATE- 23 Apr 87
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Age Differences; *Career Choice; Career Development; *Decision Making; Females; Males; *Occupational Aspiration; Secondary Education; *Student Attitudes; Values; Work Attitudes
IDENTIFIERS- *Work Values

Work values, or the qualities and rewards that one desires from work, are considered to be important determinants of career decision making and exploration during adolescence. A study was conducted to investigate age-based continuities and discontinuities in the structure of work values in a cross-sectional sample of 679 students in grades 7-12. It was hypothesized that the structure of work values would not be continuous across the grade levels, and that the discontinuities would reflect a normative pattern of increased differentiation. Work values were measured with the Work Aspect Preference Scale (WAPS). Confirmatory factor analysis was the primary data analytic strategy. The purpose of the analysis was to test for factor invariance of the WAPS scales across gender and grade levels. The model depicting configural factor invariance across grade levels was rejected, and in general, the structure was found to be more differentiated in the higher grade levels than in the lower grade levels. Females also tended to evidence greater differentiation than males. The findings suggest that the development of work values during adolescence is characterized by the progression toward greater differentiation. (Author/KC)

ED 282 000 CE 047 077

O'Connor, James
A Study of the Graduates of the Master of Arts Program in Adult Education at the University of Minnesota: Roles, Educative Functions, and Assessment of the Program.
PUB DATE- Apr 87
NOTE- 152p.; Master of Arts in Education paper, University of Minnesota.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; College Graduates; *Employment Level; Graduate Surveys; Higher Education; *Masters Programs; *Outcomes of Education; Participant Characteristics; *Program Attitudes; Program Effectiveness; Program Improvement
IDENTIFIERS- *University of Minnesota

A study was conducted to identify the employment history and educative functions of the graduates of the Master of Arts (M.A.) in adult education of the University of Minnesota and their assessment of the M.A. program. A self-administered mailed questionnaire was used to survey the 61 graduates of the program between 1979 and 1986; 54 graduates provided usable information. The study found that 45 of the graduates work in agencies and jobs involved with providing adult education, and one was a doctoral student in adult education. Nineteen of the graduates work in educational institutions, 14 work in agencies that use adult education as a means to other ends, 11 work in agencies created to educate adults, 1 works in a community agency, 9 were not working in adult education, and 7 did not respond to the survey. Judging from the job titles, 22 of the graduates work in administrative jobs, 13 in program development, 7 in instructional positions, and 3 in counseling. Most of the graduates belong to professional societies, some serving as officers, and many have published papers or made presentations for national audiences. Many of the graduates reported community involvement. The educative functions of program development, administration, instruction, and counseling were those most often performed by the graduates. They were satisfied in many ways with the program, but made suggestions for improvement. The study has implications for the curriculum, the student services, the administration of the M.A. program, and for further research. (Appendixes include the survey questionnaire, raw data tables, and respondents' suggestions for improving the program.) (KC)

ED 282 096 CE 047 364

A Time for Transition. Teenage Parents and Employment.

National Child Labor Committee, New York, N.Y.

PUB DATE- 85

NOTE- 34p.

AVAILABLE FROM- National Child Labor Committee, 1501 Broadway, Suite 1111, New York, NY 10036 ($10.00; 10 or more--20% discount).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adolescents; Career Education; Child Welfare; Community Cooperation; Cooperative Programs; *Early Parenthood; *Economic Opportunities; *Employment Programs; Pregnancy; *Program Development; *Social Services; Youth Problems; *Youth Programs

This publication reports on a study to examine the failures of social institutions to prepare teenage parents to support themselves and their chldren. Chapter 1 explores issues involved in helping young parents achieve economic independence. Obstacles to economic self-sufficiency are discussed. Chapter 2 reviews existing programs' attempts to meet the goal of economic self-sufficiency. Approaches that work are briefly described, and a program planning checklist is provided. Chapter 3 reviews the steps involved in building a community coalition with sufficient expertise and clout to act successfully as an advocate for change in policies that affect local service delivery. Chapter 4 considers the policy implications of improving services for teenage parents. Chapter 5 makes recommendations for an advocacy agenda. Chapter 6 provides information on additional resources to consult about improving employment and other important services for young parents. Organizations, publications, and programs are included. (YLB)

ED 282 112 CG 019 876

Chen, Ted T. L.; Winder, Alvin E.
A Cross-Cultural Study of Smoking among Youth in the United States and the Republic of China.
PUB DATE- Sep 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescent Development; *Adolescents; *Cross Cultural Studies; *Cultural Differences; Secondary Education; *Sex Differences; *Smoking
IDENTIFIERS- *Taiwan; *United States

Little information is available on the smoking behavior of young people in developing countries and how such data would compare with data on smoking behavior of young people in the United States. Historical and sociological data were examined to compare the smoking behavior of adolescents in the Republic of China with the smoking behavior of adolescents in the United States. In addition, secondary school students in the United States and in China completed a 62-item questionnaire on smoking behavior. The results revealed that, in spite of differences in economic development and cultures, approximately the same percentages of adolescent males smoked in the Republic of China as in the United States. Smoking behavior remained considerably lower for adolescent females in the Republic of China than for females in the United States. A combination of social and personal factors in the form of identity-seeking was identified in young males in both countries. Smoking seems to remain one of several rites of passage initiating adolescent males in both countries into a transition from childhood into manhood. An 18-item reference list and seven tables are included. (NB)

ED 282 140 CG 019 907

Tolan, Patrick; And Others
Types of Stress and Transitions and Adolescent Self Image.
PUB DATE- 26 Aug 86
NOTE- 26p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 019 908.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Daily Living Skills; Emotional Adjustment; High Schools; *Self Concept; *Sex Differences; *Social Influences; *Stress Variables

Although research has suggested that level of social stress relates to psychosocial problems in adolescents and that social stressors impact more on females than on males, past studies have not considered whether gender differences in stress are related to perception of stressfulness or higher levels of experience, and if any types of events consistently distinguish gender differences. In this study the Offer Self Image Questionnaire (OSIQ) was administered to 84 16- to 18-year-old males and females to test the relationship of ratings and experience of four types of social stressors (Developmental Transitions, Induced Transitions, Daily Hassles, and Circumscribed Events) to self-image. Differences found in the stressfulness ratings of the four stressors were relatively parallel for both genders, and no significant correlations between ratings and experiences were found. Only the Daily Hassles score correlated with the self-image scales for both genders. Comparisons of subjects with clinical range scores and those with normal range scores on the OSIQ indicated that for both genders, the two groups differed significantly only on the Daily Hassles score. The results suggest that gender differences are less influential than previously reported and that day-to-day stress is most influential in overall adjustment. A 23-item reference list and 3 tables are included. (KS)

ED 282 195 CS 210 318

Stocky, Rosemarie
Removing the Caste System from English Classes.
PUB DATE- 28 Mar 87
NOTE- 32p.; Paper presented at the Spring Conference of the National Council of Teachers of English (6th, Louisville, KY, March 26-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Communication Skills; *English Curriculum; High Schools; Individualized Instruction; Language Skills; *Program Content; Program Descriptions; Reading Comprehension; *Reading Improvement; *Remedial Programs; Secondary School Curriculum; Self Esteem; *Slow Learners; Student Attitudes; *Writing Improvement; Writing Instruction
IDENTIFIERS- *Basic Education

Outlining an alternative to the basic English classes that segregate slower learning students from their peers, this booklet describes the English Skills Program for ninth graders at Parkway North High School in Creve Coeur, Missouri. Following an introduction explaining the origins of the program, the first two sections describe the program's history, philosophy, curriculum, and objectives (to enhance students' self-esteem, assist with basic skill development, prepare students for regular classroom work, and provide individual tutoring). Subsequent sections break down Parkway North's ethnic makeup, enrollment for English and English Skills classes, and the criteria for being recommended and admitted to the program: (1) low academic achievement in previous English classes; (2) reading scores below the 35th percentile; (3) a score lower than 3 on a reliable district essay, and (4) teacher/counselor/parent recommendation. There follows a compilation of students' comments about the program as well as student and parent questionnaire results. Student growth resulting from participation in the program is analyzed in the remaining section. The booklet concludes with teachers' suggestions for program improvement. An appendix includes formats for the questionnaires sent to students, parents, and teachers. (AEW)

Turk, Judy VanSlyke
Between President and Press: White House Public Information and Its Influence on the News Media.
PUB DATE- Aug 87
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987). Funding for research provided by a grant from the Gannett Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Information Sources; Media Research; *News Media; *News Reporting; *Presidents of the United States; Public Opinion;

*Public Relations
IDENTIFIERS- Agenda Setting; News Flow; News Sources; *Press Releases; *Press Role; Press Secretaries; Reagan Administration

A study compared information made available to the media by the White House with information provided to the public by the media to examine the extent to which the White House information agenda influenced the media's agenda. Content analysis was used to compare information disseminated by the White House between June 1 and June 28, 1986 with news media reports published during the same period. It was hypothesized (1) that fewer than half the media news stories about the President and other policy actors would contain information provided directly by White House handouts; (2) that the news media would show a preference for White House information on certain subjects; (3) that when the news media included information provided by the White House press office in their news reports, the leads of those stories would likely emphasize the same information as the leads of the corresponding handouts; and (4) that news stories about the President or other "occupants" of the White House would usually be neutral in tone, rather than favorable or unfavorable. Three of the four hypotheses were supported: the hypothesis dealing with subjects about which the media were most likely to use White House information was supported only in part. Findings suggest that only some of the time can the White House press office focus mass media attention on subjects and specifics about which it wishes the audience to be informed. The relationship between the media and the White House might be improved if public relations sources exercised greater judgment as to what constitutes hard news and if fewer of the informational handouts were "party line" and self-serving. (Eight tables of data and 42 footnotes are appended.) (NKA)

Stone, Vernon A.
Minority Employment in Broadcast News 1976-86.
PUB DATE- 3 Aug 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Broadcast Industry; Employment Patterns; *Employment Practices; *Equal Opportunities (Jobs); Females; Hispanic Americans; Males; Managerial Occupations; Mass Media; Media Research; *Minority Groups; *News Reporting; Occupational Surveys; *Racial Differences; Radio; *Sex Differences; Television

A study combined and compared the results of five national mail surveys of commercial radio and television stations conducted at intervals from 1976 to 1986 by the Radio-Television News Directors Association (RTNDA) to see how minority groups have fared in the news work force. Results indicated that in the 10 years studied, the minority share of the broadcast news work force decreased slightly, mainly through attrition by minority men, notably Black men. Members of minority groups have made little progress in moving into the management of news operations--while gaining slightly in radio news, they decreased in TV news. When minority news directors were found in television, they were not heading major network affiliates, but rather small-staffed independent stations. Findings also showed that not only have male members of minorities failed to increase their share of the broadcast news work force in recent years, but that their share has eroded. While women have impressively strengthened their presence in radio and TV newsrooms--their share is now just under a third of the work force--Blacks and other minorities have been exiting more often than entering. For Black women, the growth in female percentages has tended to offset the minority decline, leaving their numbers about where they were 10 years earlier. While the electronic media showed a better record than print media, Blacks (and Hispanics) remained underrepresented in broadcast news and the professions in general, especially in comparison with their population share, and in management positions in particular. (Tables of data and 19 notes are included.) (NKA)

ED 282 277 CS 505 626

Pribble, Paula Tompkins
Poetic and Francis Bacon's Ambivalence toward Language.
PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Epistemology; Figurative Language; *Intellectual Experience; *Language Attitudes; Logic; Rhetoric
IDENTIFIERS- *Bacon (Francis); *Poetics

Just as rhetoric is a way of knowing, so is poetic, both of which, for Francis Bacon, produce false knowledge. But Bacon is not entirely negative. When the poetic elements of language are used in strategic and public communication, like the scholarly communication Bacon attempts to reform, poetic and rhetoric work together to create a plurality of knowledge about human experience--the crux of Bacon's ambivalence. In the "Novum Organum" he classifies four types of idols or false notions that confound human understanding--idols of the tribe, the cave, the market-place, and the theater. Bacon believes that the mind is attracted to these fancies because human understanding is likely to suppose the existence of more order and regularity in the world than it finds. To insure the communication of true knowledge, Bacon proposes to reform human thought with a new inductive method of reasoning that bases knowledge on sense perception, thereby achieving certainty. Yet, a tension exists between, on the one hand, his desire to restrict the imitative capacity of language--poetic--to words that represent actual sense perception and, on the other hand, the successful use of language in communication. Bacon's consciousness of his ambivalence toward the poetic causes him to err on the side of logic and reason. (Twenty-eight footnotes are appended.) (NKA)

ED 282 290 EA 019 329

Dembowski, Frederick L.; Davey, Robert D.
School District Financial Management and Banking.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 25p.; Chapter 9 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Banking; Budgeting; Credit (Finance); Educational Finance; Elementary Secondary Education; Investment; *Money Management; School Business Officials; *School Districts; School Funds

This chapter of "Principles of School Business Management" introduces the concept of cash management, or the process of managing an institution's moneys to ensure maximum cash availability and maximum yield on investments. Four activities are involved: (1) conversion of accounts receivable to cash receipts; (2) conversion of accounts payable to cash disbursements; (3) the clearing of the bank by cash disbursements; and (4) maximization of cash utilization. The chapter first discusses the major goals of cash management: availability, yield, and safety. Processes and policies that constitute the administrative framework of cash management are considered next. The chapter next turns to cash budgeting, the process that determines the timing of cash management activities. Formal and informal systems for handling the information required to control the cash management process are examined in the next section of the chapter. Cash collection, deposit, and disbursement procedures are covered next. The chapter then turns to the subject of borrowing, discussing types of borrowing, the concept of arbitrage, and factors affecting borrowing in local as opposed to major money markets. Investment is the chapter's next topic, including risk, liquidity, yield, types of securities, and investment strategies. The chapter concludes with a discussion of the effects of a bank's policies and practices on school district profitability. A 16-item bibliography is provided. (PGD)

ED 282 304 EA 019 343

Earthman, Glen I.
Facility Planning and Management.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 40p.; Chapter 23 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information

Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Architects; Building Operation; Educational Administration; Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Facility Requirements; Money Management; School Buildings; *School Construction; School Location; School Maintenance; Site Selection

This chapter of "Principles of School Business Management" reviews the extensive range of activities associated with planning for and constructing school facilities. These activities include (1) organizing the staff and organizing the task; (2) conducting long-range planning (involving the gathering of data, the development of a planning document, and the establishment of an approval process); (3) conducting fiscal planning (involving the selection of an appropriate financing method and the planning of a capital improvement program and budget); (4) planning, selecting, and acquiring the site; (5) developing educational specifications for use of the facility; (6) selecting architects to develop schematic and final designs, prepare construction contracts, monitor bidding and negotiations, and supervise the construction; (7) planning for occupancy of the new facility by the staff and by the public; (8) evaluating the planning and construction process and the final product; and (9) developing maintenance and operating procedures. Particular attention is focused on the elements and processes of planning; the working relationships that must be formed among the educators, architects, and builders; the criteria to be considered when selecting sites, designs, and key personnel; and cost-effectiveness and energy conservation in facility operations. Forty-six notes cite relevant sources. (PGD)

ED 282 358 EA 019 487

Principal Selection Guide.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-87-114

PUB DATE- Jun 87
NOTE- 45p.; Foreword by William J. Bennett, Secretary of Education. Introduction by Chester E. Finn, Jr., Assistant Secretary.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00-300-7; $1.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; Administrator Qualifications; *Administrator Selection; Assessment Centers (Personnel); Computer Software; *Educational Administration; Educational Quality; Elementary Secondary Education; Employment Interviews; Evaluation Methods; Government Publications; *Instructional Leadership; Management Development; *Principals; School Effectiveness; Teacher Motivation

The choice of principals is too important to be left to chance. Dynamic, committed leaders not only help determine the quality of teachers that are recruited, but provide the key to effective schools where the battle for excellence will be won or lost. Section 1, "The Effective Principal," outlines the tasks that an effective principal performs. Such a principal is an administrative and instructional leader who promotes school improvement and motivates teachers and staff to share and work for a vision of the school that will enable them to meet their own highest expectations. Section 2, "The Selection Process," covers the development of selection policies, certification, training, assessment, principal placement, orientation, and on-the-job evaluation. Section 3, "Assessment Methods: Theory and Practice," examines assessment methods, and information is provided on biographical data, tests, interviews, job samples, and job simulations at assessment centers. Information is given about computer software designed to accompany this booklet, and a listing of educational experts is provided for further information. An annotated bibliography and a principal selection checklist conclude the booklet. (WTH)

ED 282 043 CE 047 195

Access to Further and Higher Education. A Discussion Document.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-948621-77-X
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Adult Education; Educational Change; Educational Needs; Educational Policy; Foreign Countries; *Higher Education; *Nontraditional Students; Open Enrollment; Policy Formation; Program Improvement; *Reentry Students; Remedial Instruction; *Special Programs; State of the Art Reviews; Student Needs; Transitional Programs
IDENTIFIERS- Great Britain

Access courses have been designed to facilitate entry to higher education, either universities or polytechnical institutions, for nontraditional students. Basic characteristics of access courses include clear entry criteria that target nontraditional students; no insistence on formal educational requirements; recognition of prior, experiential learning; a needs-based, negotiated curriculum; validation by specific higher education institutions; guaranteed progression to specified higher education courses; and higher education staff involvement in organizing and teaching access courses. Some courses are restricted to one category of student (such as women or ethnic minorities), whereas others offer entry to several categories of nontraditional student. In 1978 a selected number of local education authorities (LEAs) in Great Britain were invited to give increased priority to access. Provision of access to higher education is, however, still patchy. Educationally and economically disadvantaged students still do not receive even discretionary grants, and provision of access to further education courses, which tend to lead to employment, is still in the experimental stage. Organizational issues that LEAs, colleges, and higher education institutions need to consider include development of an LEA policy on access, with supporting resources; development of mechanisms for effective consultation and progression between further and higher education; and provision of adequate resources to allow adult learners to pursue flexible courses of study. (A list of Further Education Unit publications and projects relevant to the access issue is appended.) (MN)

ED 282 056 CE 047 266

Hosek, James R.; And Others
Educational Expectations and Enlistment Decisions.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Office of the Assistant Secretary of Defense for Force Management and Personnel (DOD), Washington, DC.
REPORT NO.- ISBN-0-8330-0706-8; Rand-R-3350-FMP
PUB DATE- Mar 86
NOTE- 53p.
CONTRACT- MDA903-85-C-0030
AVAILABLE FROM- Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00; 25 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Armed Forces; Career Education; Employment Level; Enlisted Personnel; *Expectation; Family Characteristics; Goal Orientation; *High School Graduates; *High School Seniors; Individual Characteristics; Males; Military Service; Prediction; *Probability; Recruitment; *Student Educational Objectives
IDENTIFIERS- *Military Enlistment

Research provided information about the magnitude of an individual's enlistment probability and how that probability depends on his personal characteristics, family background, employment situation, and expectations for further education. Analysis focused on male high school seniors and high school graduates. Findings suggested that each segment contains important subsegments defined by the individual's expectations for further education. Graduates were more responsive to work-related variables; seniors were more affected by education-related variables. The responsiveness to each variable often differed significantly across the subsegments defined by educational expectations. Findings permitted prediction of the enlistment probability of each individual in the sample, given his personal characteristics. These predicted probabilities showed that large relative differences can be discerned in the enlistment probabilities of young men with diverse characteristics. Findings were recommended to aid recruiters in evaluating the likely payoff from different segments and subsegments of their recruiting markets. The findings suggested that changes in the economic environment will influence different subsegments of the recruiting market differently and that in most segments the decision to enlist is not related to family income. Implications were reported for the design of aggregate data models for analyzing and forecasting enlistments and for expanded use of microlevel enlistment models. (YLB)

ED 282 083 CE 047 337

Grammar Review: Your Tool for Success. Teacher Materials.
Pittsburgh Univ., Johnstown, PA. Education Div.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Adult Basic Education Section.
PUB DATE- 86
NOTE- 100p.
AVAILABLE FROM- AdvancE, PDE Resource Center, Pennsylvania Department of Education, Harrisburg, PA 17126-003.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Computer Assisted Instruction; *English Instruction; *Grammar; Learning Activities; Teaching Guides
IDENTIFIERS- 310 Project

Teacher materials are provided for a computer-assisted English grammar curriculum for adult basic education students (1-8 grade level). They accompany a software program (diskette) that the student is able to use by himself/herself with the Apple IIc or Apple IIe computer with single or double drive and a monitor or a television with an R.F. modulator. A printed copy of the screen displays is included. The 17 lesson titles are as follows: The Basic Tool: The Sentence; A Closer Look at Subjects; More about Nouns: People, Places, and Things; Action Verbs; More about Verbs; Tenses; The Adjective; Review of Sentences, Nouns, Pronouns, Verbs, Adjectives; Another Useful Part of Speech: The Adverb; Prepositional Phrases; Basic Tools: Sentence Types; Some Good Advice: Subject-Verb Agreement; More Good Advice: Picking the Correct Pronoun; One Final Point: Pronoun-Antecedent Agreement; End Punctuation; Inside Punctuation; and Capitalization. Interactive text maximizes student involvement. Student responses are required frequently throughout the program, and based on the responses, the program branches out to meet each student's individual needs. Student responses include both narrative-type input as well as standardized test-like items. A copy of the print student exercises and an accompanying answer key are also provided. (YLB)

ED 282 155 CG 019 923

Smith, H. Wayne; And Others
Leadership and Gender in a Simulated Organization.
PUB DATE- 78
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Attribution Theory; *College Students; Higher Education; *Leadership; *Personnel Selection; *Promotion (Occupational); Sex Differences; *Sex Discrimination; *Sex Stereotypes; Simulation

Terborg and Ilgen (1975) used attribution theory, equity theory, and sex-role stereotyping to explain the results of an investigation of occupational sex discrimination which found that male management student subjects differentiated in a stereotypical way between men and women in initial and second-year salaries and task assignments. A replication and partial extension of the Terborg and Ilgen study was conducted to investigate explicity, in a multivariate context, the relationship between stereotyping, equity theory, and attribution theory. The dimensions of leader performance, general satisfaction, reward allocation, skill attribution, and role comfort were explored in a simulated organizational context under analogue conditions. Undergraduate students (N=120) participated in a modified in-basket procedure in which the in-basket task was judged to be stereotypically male-oriented in nature. The results revealed that subjects delegated a high proportion of important assignments to male subordinates and assigned trivial issues to female subordinates. In addition, male subjects were found to favor male subordinates for promotions over equally performing female subordinates. Stereotyping was seen to influence the manner in which subjects processed problems, distributed authority, and allocated rewards. (NB)

ED 282 170 CG 019 938

Gadzella, B. M.; And Others
Levels of Processing, Academic Achievement and Locus of Control.
PUB DATE- 16 Apr 87
NOTE- 15p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Development; Cognitive Processes; *College Students; *Grade Point Average; Higher Education; *Learning Processes; *Locus of Control
IDENTIFIERS- *Inventory of Learning Processes

Several researchers have examined the relationship between scales of the Inventory of Learning Processes (ILP) and the academic performance of college students. This study sought to determine whether there were significant correlations among levels of processing, locus of control, and achievement for college students. Subjects (N=50) enrolled in two introduction to psychology classes completed the ILP, Levenson's Locus of Control inventory, and a Psychology Test prepared for this study. The Psychology Test was administered immediately following a unit on learning and again one week later. The ILP was scored for Deep Processing, Elaborative Processing, Fact Retention, and Methodical Study. The Psychology Test was scored for factual, comprehension, application, and total scores. For the ILP, the results revealed significant and positive relationships between: (1) Deep Processing and Elaborative Processing, Fact Retention, and Methodical Study, respectively; (2) Elaborative Processing and Methodical Study; and (3) Factual Retention and Methodical Study. Scores on the ILP Deep Processing scale correlated negatively and significantly with the Powerful Others and Chance scales of the Locus of Control inventory. None of the correlations between the scales of the Locus of Control inventory and the ILP and subtests and totals of the Psychology Test were significant. The factual subtest and total Psychology Test were the only positive and significant correlations with grade point averages. Future research should employ larger samples. (NB)

ED 282 183 CS 008 820

O'Brien, Maureen A.
Children's Literature in the Basals.
PUB DATE- May 87
NOTE- 65p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; *Childrens Literature; Content Analysis; Literary Genres; Primary Education; Reading Instruction; Reading Materials; Reading Research; *Textbook Content; *Textbook Evaluation; Textbook Research; *Textbook Selection
IDENTIFIERS- Macmillan Company; Open Court Readers; Scott Foresman Basal Series

Three basal reading series, levels kindergarten through grade three, were studied to categorize the types of literature each contained. The following series were analyzed: "The Headway Program" (Open Court Publishing Company), "Series r Macmillan Reading," and "Basics in Reading" (Scott, Foresman and Company). It was hypothesized that basal readers contain insufficient amounts of "good literature," which was defined as quality literature that could be classified into categories determined by experts in the field of children's literature: (1) poetry and verse, (2) picture stories, (3) folk tales, (4) fairy tales, (5) myths, (6) fables and legends, (7) fantasy, (8) history, (9) realism, and (10) informational literature. Stories in the readers were classified according to these categories. An analysis of the results indicated that both the Macmillan and the Scott, Foresman series were found to provide insufficient amounts and variety of quality literature which could be classified into categories determined by experts in the field of children's literature. Open Court's series provided the greatest variety, although it was less than acceptable in some categories. The findings suggest that more research is necessary to improve the quality and content of basal readers. (References are included. An extensive listing of the contents of each textbook examined is appended.) (SKC)

ED 282 237 CS 210 533

Coe, David E.
Three Views of Writing: Perceptions of a Child, Her Parents and Her Teacher.
PUB DATE- 86
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; Educational Environment; Educational Theories; Family Environment; *Parent Attitudes; Parent Role; Primary Education; *Prior Learning; *Teacher Attitudes; Teacher Role; Writing Instruction; *Writing Processes; *Writing Readiness; Writing Research

A study examined (1) a nine-year-old girl's view of writing, (2) the factors contributing to the construction of that view, (3) her parents' and teacher's views, and (4) the relationship among these various views. Both samples of writing and an interview schedule were used to elicit writing views from each of the participants concerning their notions relating to writing. In addition, participants were asked to recall their memories of learning to write. Results indicated that there were considerable differences between not only what the child did at school and at home in terms of writing, but also how the child perceived and accounted for those differences. The parents were able to offer useful insights that contributed to a developmental view of writing from the perspective of a progression on a continuum. The teacher, also, shared in considerable detail the practices and rationale that guided the writing process in her classroom. Overall, the study revealed interesting differences between the home and school contexts in which writing occurred. (A final section of the paper examines the researcher's perspective and the limitations inherent in the framework used to analyze the interview data. Implications for further research are also presented. Thirteen references are included.) (Author/FL)

ED 282 250 CS 210 554

Autrey, Ken

The Personal Journal in Composition Instruction: A History.

PUB DATE- Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Diaries; *Educational History; Expository Writing; Higher Education; *Personal Narratives; Rhetorical Invention; Theory Practice Relationship; Writing Exercises; *Writing Instruction; Writing Research
IDENTIFIERS- *Journal Writing; *Student Journals

The personal journal has become a standard component of the writing curriculum, yet there is little research to support dramatic claims for its effectiveness. Journals, which differ from personal diaries or common notebooks, are associated with the "Neo-Platonist or Expressionist" approach to writing instruction, yet adherents of other approaches also advocate their use. Journals derive from the commonplace book (a repository of observations), which was common in Greek and Roman rhetorical education as well as during the Renaissance. Another predecessor of the journal is the private chronicle, also an ancient literary form. Although in many periods of history autobiographical writing was frowned upon, many authors nonetheless kept diaries, such as Samuel Pepys, James Boswell, and Fanny Burney. Still, the personal diary has rarely been used as an educational tool. In the late nineteenth and early twentieth centuries, textbooks began to recommend journals or notebooks as memory aids, scrapbooks, or simply as writing practice. The modern reliance on classroom use of journals derives from Gordon Rohmann's 1965 book "Pre-writing: The Stage of Discovery in the Writing Process," although his emphasis on sequential stages of composition has given way to more complex views of the writing process. The longstanding popularity of the journal may well derive from its flexibility and versatility in many types of classrooms. (SKC)

Dropout Prevention: A Book of Sources.

National Center for Parents in Dropout Prevention, Columbia, MD.; National Committee for Citizens in Education, Columbia, Md.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-934460-30-2
PUB DATE- May 87
NOTE- 114p.
AVAILABLE FROM- Publication Sales, National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044 ($30.00; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Annotated Bibliographies; *Cooperative Programs; *Demonstration Programs; *Dropout Prevention; *Dropout Research; Educational Planning; Elementary Secondary Education; Government School Relationship; Improvement Programs; Research Projects; Research Utilization; *Resource Materials; School Community Relationship; State Programs

This sourcebook provides information for educators and community leaders involved in dropout prevention planning. The indexed, looseleaf notebook places boldface keywords in each entry's upper right-hand corner. Thirteen sections contain summaries of sources and ordering procedures. Section A deals with general reports and literature reviews; overviews of the dropout problem are presented from a wide range of publications. Section B, on research studies and organizations, lists solutions to the dropout problem. Section C summarizes the costs and consequences of high dropout rates; methodologies are given for calculating the repercussions of large numbers of dropouts. Section D is on clearinghouses and networks; five networks offer information, training, and referral. Section E, on resources for minorities, lists organizations working with minority students toward dropout prevention. Section F, on demonstration projects and strategies, contains summaries of program descriptions and analyses. Section G tells of school/business collaboration and outlines programs that link school to work. Other noteworthy programs, such as peer counseling, are presented in section H. Films and videotapes useful for local programs are reviewed in section I. Section J presents typical state programs and legislation. Section K, entitled "Still Unsure about How To Count?" includes reports on national dropout statistics, methods of calculating statistics, and standardizing procedures. Section L comprises an Index, and the final section contains information concerning the National Committee for Citizens in Education (CJH)

ED 282 344   EA 019 448

School Energy Management: An Analysis of Energy Conservation Measures under the Schools and Hospitals Program.
Hansen (Shirley J.) Associates, Inc., Lake Jackson, TX.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 82
NOTE- 55p.; Prepared by Shirley Hansen Associates, Inc.
GRANT- DE-FG01-81CS64576
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00520; $10.00 plus $1.50 shipping and handling; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Educational Facilities Planning; Educational Planning; Elementary Secondary Education; *Energy Conservation; *Energy Management; Federal Programs; Government School Relationship; Needs Assessment; Research Utilization; *Resource Allocation; *School District Spending; *School Surveys
IDENTIFIERS- *National Energy Conservation Policy Act 1978

This report analyzes a 1981 survey of public school districts receiving energy conservation measure (ECM) grants under the National Energy Conservation Policy Act, Title III, Cycle 1. The report contains charts of data, analyses of projects, and sections presenting study design, data treatment, findings, and conclusions. The survey's purpose was to ascertain how ECM installations were progressing just over one year from award, identify types of measures most frequently funded, what paybacks were for various measures, and whether energy savings were meeting expectations. From a total of 724 districts awarded grants, a stratified random sample of 405 was drawn, concluding with a response rate of 43.2 percent. In addition to completion, ECM, and payback information, respondents were asked to supply premodification consumption data for January-March 1980 and postmodification data for January-March 1981, if their project was 60 percent complete. Inferences about recipients include the following: (1) cycle 1 conservation measures are reducing energy consumption 20.7 percent; (2) actual energy savings suggest a payback of 4.832 years; (3) average completion was 83 percent; and (4) completion was not related to project costs, grant size, or projected payback. Findings suggest that installing energy conservation measures is more cost effective than originally projected. (CJH)

ED 282 014 CE 047 106

Snyder, Les
Banking and Related Financial Services.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Sep 86
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); *Banking; Behavioral Objectives; Clerical Occupations; *Clerical Workers; *Competence; Competency Based Education; Credit (Finance); Educational Resources; Entry Workers; *Finance Occupations; *Job Skills; Learning Activities; Office Occupations Education; Postsecondary Education; Secondary Education; State Curriculum Guides; Vocational Education
IDENTIFIERS- Arizona

This curriculum guide lists competencies for banking and related financial services occupations, validated by educators and experienced persons in the field in Arizona. The competencies describe the skills required of entry-level workers. The guide is in two parts with one focusing on teller or teller-like positions, and the other focusing on credit or loan positions. The teller-like positions include teller, customer service representative, account service clerk, records clerk, and charge card authorization operator. The loan or credit positions include credit clerk, loan processor, loan analyst, loan secretary, loan clerk; credit interviewer, and credit investigator. Eleven competencies are described for each type of position. For each competency, various tasks are listed. The description of each task includes a performance objective with the conditions, evaluation, and standard of performance; student learning experiences; suggested instructional techniques; instructional equipment, materials, and supplies; and suggested resources. An annotated bibliography give further details on these resources. These materials are intended to assist teachers in secondary and postsecondary vocational programs in developing a course of study, structuring learning sequences, determining standards of performance, and locating resources. (KC)

ED 282 029 CE 047 127

Prickett, Charlotte; Sorrels, Robert
Micromaniac Introduces You to the Computer. Teacher and Student Editions.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Sep 85
NOTE- 200p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Business Education; Competency Based Education; *Computer Literacy; *Computer Oriented Programs; Databases; Learning Activities; Learning Modules; *Microcomputers; Pretests Posttests; Teaching Guides; *Vocational Education; Word Processing
IDENTIFIERS- Spreadsheets

This curriculum consists of a common core of computer-related knowledge and skills that emphasize developing knowledgeable users of microcomputers rather than computer programmers, technicians, or engineers. Teacher and student editions are provided. Eleven competency-based modules are included. Modules 1, 3, 4, and 6 emphasize hands-on skills necessary to begin operating any microcomputer effectively. These user skills constitute the heart of the curriculum and are intended to be learned at the keyboard. They are handling hardware, the manual, the operating system, and peripherals. Modules 2, 5, 7, and 8 are awareness sections, which cover how the computer works, history, impact, and careers. Modules 9-11 introduce the most common applications of microcomputers in business: wordprocessing, database, and spreadsheet. The first page of each module identifies the competency to be learned, the performance objectives, and activities. The body of each module consists of reading assignments and learning activities. The modules are intended to serve as a largely self-directed, self-paced guide to learning. Specific teaching suggestions are found in handwritten notes in the margins of the teacher's edition. Appendixes include a glossary, worksheets, and pretest/posttest with key. The student edition contains only the modules. (YLB)

Michener, Susan E.; Kesselman, Gerald A.
Content-Related Validation Techniques Applied to Training Evaluation.
PUB DATE- 24 Aug 86
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Content Validity; *Job Analysis; *Job Skills; Job Training; *Mechanics (Process); *Occupational Information; Postsecondary Education; *Program Validation; Trade and Industrial Education; Utilities

A job analysis to determine the technical functions of the job of mechanic in a utility company resulted in a Technical Competence Specification (TCS). The TCS identified the significant knowledge and skills organized into content domains. A content-related validation procedure determined the relevance of the mechanic training program content and ascertained the validity of post-training tests. The five training courses in the program were content analyzed by reviewing lesson plans and other instructional materials to produce a preliminary inventory of training elements for each course. Subject-matter experts (SMEs) rated each training element in the Training Program Content Inventory according to its job relevance. A content validity ratio (CVR) for each training inventory element resulted. The average of these ratings was computed as an overall content validity index for the inventory, for each course individually, and for each course module or topic area. In a manner parallel to the determination of course content relevance, SMEs linked each post-training test item to a TCS number and then applied the Lawshe rating procedure. The analysis of the training coverage showed that the curriculum well represented the important aspects of the job. CVRs indicated that test item reconstruction was warranted. (YLB)

Doctor, Ronald M.; And Others
Children's Attitudes about Nuclear War: Results of Large-Scale Surveys of Adolescents.
PUB DATE- Sep 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; Anxiety; Attitude Measures; *Cross Cultural Studies; Emotional Development; *Fear; *Nuclear Warfare; Secondary Education; *Student Attitudes
IDENTIFIERS- Hungary; Ireland; Italy; *United States; *USSR

A three-section survey instrument was developed to provide descriptive and expressive information about teenagers' attitudes and fear reactions related to the nuclear threat. The first section consisted of one open-ended statement, "Write down your three greatest worries." The second section consisted of 20 areas of potential worry or concern considered salient to teenagers. The third section contained self-report opinion questions, self-ratings of anxiety and adjustment, ratings of perceived parent attitudes, and other questions of practical and theoretical value. Data were analyzed from the forced choice ratings and active rankings (section two) obtained from administration of the instrument to samples of adolescents in California (N=913), the Soviet Union (N=293), Hungary (N=267), Italy (N=1,030), and Ireland (N=425). The data showed that nuclear war was of great concern (second only to fears about parents dying) and that degree of concern was consistent across countries sampled. Future research should examine the psychological impact of the stress of nuclear concerns on the psychological development of children and adolescents and attempt to find ways to minimize negative effects. (NB)

ED 282 127 CG 019 891

Gray, Sara B.
Keeping the Options Open: Early Guidance as the Key.
PUB DATE- Oct 86
NOTE- 6p.; Paper presented at the 1986 College Board National Forum (New York, NY, October 26-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Bound Students; *College Preparation; College School Cooperation; Elementary Education; *Information Needs; Junior High Schools; *Junior High School Students; *Parent Role; School Counselors; *School Guidance; Student Development; Student Needs

The declining rate of college-bound high school students and the growing high school dropout rate of minorities both nationally and locally are trends that need to be immediately addressed and reversed. In an effort to reverse the trends, children need academic encouragement in elementary and middle school, and need at an early age to envision going to college after high school as an expectation for themselves. The young students and their parents must be provided higher education information and experiences at transitional points in the students' school life when it is still possible for them to select appropriate and prescribed courses to maximize preparation for high school success, college admission, retention, and graduation. To meet this need, the Baltimore City (Maryland) Schools' Office of Guidance Services initiated an Early Guidance Model for middle/junior high school students. A committee of middle/junior high school counselors studied the issue and developed the model as a supportive network of experiences and information intended to raise student aspiration levels and improve student potential for a satisfying future. This report lists activities implemented by one school for College Awareness Day

along with 17 college awareness strategies school counselors can use to help young students learn about college options. (NB)

ED 282 264 CS 505 603

Sayers, Fran
Sex Differences in Nonverbal Listening Behaviors.
PUB DATE- May 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Communication Research; Higher Education; *Interpersonal Communication; *Listening Habits; *Nonverbal Communication; *Sex Differences
IDENTIFIERS- *Listening Strategies

A study investigated whether females use more supportive behaviors than males and whether males demonstrate more delayed responses than females in observable listening behavior. It was hypothesized that females would use higher levels of gaze and a greater frequency of head nods and supportive back-channels (SBCs) than males, and that males would use higher levels of delayed minimal response than females. Subjects, 18 previously unacquainted cross-sex dyads from a lower level college communication class, were put together in a hospitality room and asked to talk and get acquainted. Subjects were informed that their conversation would be audio- and videotaped. Findings based on an analysis of these tapes indicated that the women used more supportive nonverbal behaviors than the men and that the men demonstrated supportive behavior in a similar manner but to a lesser degree. Results also showed that the males were prompt in responding, a finding which differed from the hypothesis as well as from previous studies that found a delayed male reaction. Previous research was supported, however, by the findings that (1) males spoke more than females and (2) females interrupted more frequently than males, usually to express agreement or request elaboration or clarification. Overall, the partners' behaviors were found to be a mirror image. Results suggest that both males and females can modify their behavior in conversation to produce a more balanced, mutually supportive interaction. (These findings are interpreted using a relational perspective. Two pages of references are included.) (JD)

ED 282 318 EA 019 413

Becnel, Shirley; And Others
An Application of Survey Research to Private/Parochial Educational Administration.
PUB DATE- 87
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association Division G: Social Context of Education, Southeastern Regional Conference (Atlanta, GA, 1987). Low density type may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age; *Catholic Educators; *Catholic Schools; Degrees (Academic); Higher Education; Occupational Surveys; *Parochial Schools; *Private Schools; *Religious Education; *Religious Organizations; Secondary Education
IDENTIFIERS- *Christian Brothers

The Christian Brother organization, faced with a decreasing number of workers and forced to reassess the allocation of its resources, conducted a survey of its members. The survey solicited the brothers' views of the organization's direction and sought to discern whether the brothers' beliefs and actions were in agreement. The survey, with 93 items and 15 categories, was given to 163 members, of whom 89 percent responded. There were two limits to the survey. First, the results could not be generalized to other regions. Second, the results could not be applied to other religious orders. However, the survey provided a wealth of useful information. In the first phase, the questionnaire revealed that more than half of the brothers strongly supported religious activities; half felt that nontraditional communities should exist in the district; the brothers disagreed on the number of brothers needed; most of the members accepted the increasing role of the lay-colleague; and, finally, most of the brothers were satisfied with their work. The second and third phases, in which the group was subdivided and compared, generally showed few discrepancies in the results. Included are four tables, a list of references, and a complete copy of the survey. (RG)

ED 281 986 CE 047 047

Lyness, Ann L.

Performance and Norms of Time for Adult Learners Instructed in CPR by an Interactive Videodisc System.

PUB DATE- Jan 87
NOTE- 15p.; Paper presented at the Annual Conference on Research in Nursing Education (5th, San Francisco, CA, January 14-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Cardiopulmonary Resuscitation; Cost Effectiveness; Educational Improvement; *Educational Technology; *Interactive Video; *Nursing Education; Outcomes of Education; Postsecondary Education; *Time Factors (Learning); *Videodisks

A computer system using interactive videodisc was developed and used by the American Heart Association to teach nursing students and others cardiopulmonary resuscitation (CPR). Two studies were made of the use of the system. Between September 1982 and April 1983, 48 participants received CPR instruction by interactive videodisc and 51 by traditional methods. No significant difference was found in skill tests of the two groups of students. A second study was conducted to determine how long it would take to learn and be certified through the videodisc program. Three groups totaling 96 students established times to learn the procedures. Three key implications can be seen for nursing education as a result of using videodisc instruction: (1) further study needs to be made of individual learning differences and suitability to the videodisc mode; (2) time to learn is not a clear predictor of performance and varying student approaches need to be accounted for; and (3) the similar mean times of students learning alone or in groups suggest possibilities for cost effectiveness. (KC)

Smith, Judith L.

College Centers for Older Learners.

American Association of Retired Persons, Washington, D.C.; Institute of Lifetime Learning, Washington, D.C.

PUB DATE- 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Learning; *College Programs; Continuing Education; Educational Needs; Higher Education; *Lifelong Learning; Noncredit Courses; *Nonformal Education; *Older Adults; Retirement; *Student Characteristics; Student Educational Objectives; Student Interests

Across the nation, colleges are discovering a new group of students: retired learners. Special programs are emerging to meet the unique needs and interests of this mature population. This booklet describes these programs under the generic title, College Centers for Older Learners (CCOLs). CCOLs offer a stimulating college environment for older peer groups without the pressure associated with bureaucratic red tape, tests, and grades. This booklet is designed to raise the awareness of both older learners and college administrators about the opportunities that await a relatively untapped student body of "learned learners." It describes older learners and provides statistics about the geographic location of older persons, their interests and motivation, and information about meeting their needs. It also describes the various types of CCOLs, such as academic, practical, or a mixture of both, and student-run or run by the institution. Program formats are described, with examples given. Tips for launching a CCOL are included for those who may be interested in starting a center. A list of CCOLs by state is included. (KC)

ED 282 070 CE 047 322

Harvey, Dexter; Cap, Orest

Elderly Service Workers' Training Project. Resource Material. User's Guide.

Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 87
NOTE- 257p.; For related documents, see ED 273 809-819 and CE 047 321-333.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Aging (Individuals); *Authoring Aids (Programing); Behavioral Objectives; Client Characteristics (Human Services); Computer Assisted Instruction; *Counselor Training; *Cross Cultural Training; Cultural Education; Ethnic Groups; Foreign Countries; *Gerontology; *Human Services; Instructional Materials; Interactive Video; Interpersonal Competence; Learning Modules; Material Development; *Older Adults; Postsecondary Education; Work Environment
IDENTIFIERS- *Manitoba

This manual is intended to assist instructors and facilitators in making effective use of the instructional modules of the Elderly Service Workers' Training Project (ESWTP) and provide technical development information regarding the ESWTP authoring system. (ESWTP training materials have been developed to help human services personnel understand older adults' personal beliefs, attitudes, and perspectives; learn to empathize with older adults; and develop the skills necessary to provide effective human services to older adults in a manner consistent with different cultural backgrounds. The modules are divided into the following three major blocks: basic knowledge of the aging process, cultural gerontology, and work environment.) The first part of the manual reviews each of the 21 modules. Each module topic is defined in terms of general objectives, and multiple-choice and true/false test questions and answers are provided for each module. The second part is intended to provide educational researchers, programmers, and instructional product developers with insight into the design, processes, system components, and other related technical aspects of the development of the ESWTP materials and to enable them to make full use of the ESWTP authoring system (even if they have no computer programming skills whatsoever). (MN)

ED 282 141 CG 019 908

Tolan, Patrick
Social Stress Dimensions and Antisocial and Delinquent Behaviors in Adolescents.

PUB DATE- 23 Aug 86
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 109 907.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Antisocial Behavior; Daily Living Skills; *Delinquency; *Family Environment; High Schools; Predictor

Variables; *Social Influences; Socioeconomic Status; *Stress Variables

Development of a psychosocial explanation of antisocial and delinquent behavior to guide prevention efforts has recently gained attention. This study considered several types of social stressors and compared their effects on levels of antisocial and delinquent behavior. Male and female adolescents (N=84) were surveyed for socioeconomic status, family systemic functioning, and four types of social stress (Induced Transitions, Daily Hassles, Developmental Transitions, and Circumscribed Life Events) in relation to level of antisocial and delinquent behavior to determine the individual and cumulative effect of these psychosocial predictors. Univariate analyses indicated that perceived and desired family cohesion and Daily Hassles, Circumscribed Life Events, and Developmental Transitions correlated significantly with reported delinquent behavior. Multivariate analyses indicated that socioeconomic status was of little use in understanding such behavior, at least among the general population, and that family cohesion and two types of stress, Developmental Transitions and Daily Hassles were the most useful indicators. These findings suggest that the ability of family members to support one another and to harness that support to solve daily problems is important in decreasing delinquency risk. Also, skill development, such as social skills training, may be indicated in order to improve ability to cope with daily hassles. (KS)

ED 282 196 CS 210 322

Grant-Davie, Keith; Shapiro, Nancy
Curing the Nervous Tick: Reader-based Response to Student Writing.
PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; Communication Problems; Higher Education; Reader Response; Revision (Written Composition);

Secondary Education; *Student Reaction; *Teacher Response; Teacher Student Relationship; Teaching Styles; *Theory Practice Relationship; *Writing Evaluation; Writing Improvement; *Writing Instruction
IDENTIFIERS- Direct Instruction

Responding to student writing is challenging for teachers, because it is difficult to write helpful, perceptive comments on student papers. Recent theory and research suggest that teachers can learn much about response, and that there are options available to writing teachers searching for better ways to respond to student papers. An important reason why written response is difficult is that teachers must decide what role or roles to play in their comments, such as coach, judge, or doctor. Research has shown, however, that teacher comment has little effect on the quality of student writing other than negative attitudes fostered by negative criticism. Also, longer comments are less effective than shorter ones, marginal notes and interlineal comments often give conflicting signals, and paternalistic attitudes that measure writing against some Ideal Text cause students to lose interest. Improved responses may be possible when teachers view comments as rhetorical acts, think about their purpose for writing them, and teach students to become their own best readers. To achieve this goal, teachers should respond to student drafts in the way they respond to their colleagues' drafts--few judgments and directives, more questions and suggestions. They should also comment during the writing process, before final grades are assigned, on what is said not how it is said. Another successful technique is the workshop method, utilizing peer editing and revision. (An annotated bibliography of works on responding to student writing is appended.) (SKC)

ED 282 211 CS 210 450

Bartholomae, David; Petrosky, Anthony R.
Facts, Artifacts and Counterfacts: Theory and Method for a Reading and Writing Course.
REPORT NO.- ISBN-0-86709-135-5
PUB DATE- 86
NOTE- 226p.
AVAILABLE FROM- Boynton/Cook Publishers, Inc., P.O. Box 860, 52 Upper Montclair Plaza, Upper Montclair, NJ 07043 ($10.75).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Course Organization; Educational Research; Educational Theories; Higher Education; Instructional Materials; Reading Assignments; *Reading Instruction; *Remedial Reading; *Teaching Methods; *Theory Practice Relationship; Writing Exercises; *Writing Instruction
IDENTIFIERS- *Basic Writing

The product of a course at the University of Pittsburgh, this book offers educators the opportunity to see how the acts of reading, writing, and thinking that characterize work in academia appear to those students who lack adequate preparation for such work--namely, basic writers. The introduction to the book presents an overview of the course and the versions of reading and writing that hold it together. The second part, "Teaching Reading and Writing," includes the course materials, presented in the exact order in which they were designed for distribution to students in the course, and a short chapter on how they are used. The final part of the book, "Discerning Principles," includes essays that bring together some of the writing and collaborative research that has been done with reference to the course. The essays in this part do not defend or explain a curriculum, but examine basic issues and problems in composition, including revision, editing, invention, reading, and interpretation. (JD)

ED 282 225 CS 210 514

Kitagawa, Mary M.; Kitagawa, Chisato
Making Connections with Writing: An Expressive Writing Model in Japanese Schools.
REPORT NO.- ISBN-0-435-08437-2

PUB DATE- 87
NOTE- 186p.; Foreword by Kenneth S. Goodman.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Research; Curriculum Research; Developed Nations; *Educational Theories; Elementary Education; Integrated Activities; Language Arts; *Models; *Teacher Student Relationship; *Teaching Methods; Writing (Composition); Writing Exercises; *Writing Instruction; Writing Research
IDENTIFIERS- *Expressive Writing; *Japan

Based on eight months of observation in Japanese classrooms, this book describes a Japanese technique of writing instruction, called "seikatsu tsuzurikata" (life experience composition), and shows how it can be successfully incorporated into American classrooms. A foreword by Kenneth S. Goodman focuses on the technique's importance both as a teaching method and as a grass roots teacher movement that gained widespread acceptance in Japan following World War II. Part I of the book, the introduction, describes the research base drawn from elementary school classrooms in Japan. Part II gives a history of the seikatsu movement and its philosophy and historical background, showing how it stresses writer-based writing education, self-actualization, and community building. Part III deals with teacher-student interaction, including getting students to write on simple personal topics, and using journals and the "akapen" (red pen) to highlight and positively evaluate writing. Part IV is a guide to using the method, from lesson plans and the use of poetry to introduce seikatsu, to five steps for smoothly integrating it into the classroom. Part V places seikatsu curriculum within larger educational contexts, revealing its similarities to current language arts education theory, how it can be integrated with American educational systems, and what it has meant to Japanese education. Part VI looks at international perspectives on the movement. Many examples of student writing supplement the text. The bibliography lists English and Japanese references separately, and is followed by indexes of writing samples and of names and subjects. (SKC)

ED 282 278 CS 505 627

O'Brien, Nancy, Ed.
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, October-December 1986.
Haskins Labs., New Haven, Conn.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
REPORT NO.- SR-88(1986)

PUB DATE- 86
NOTE- 269p.
CONTRACT- NICHHD-N01-HD-5-2910
GRANT- NICHHD-HD-01994; NIH-BRS-RR-05596; NINCDS-NS-13617; NINCDS-NS-13870; NINCDS-NS-18010; NSF-BNS-8520709
AVAILABLE FROM- U.S. Department of Commerce, National Technical Information Service, 5285 Port Royal Rd., Springfield, VA 22151.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; Language Handicaps; *Language Processing; Memory; Neurological Organization; Phonology; Second Languages; *Speech Communication

One of a series of semiannual reports, this paper presents articles exploring the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical research applications. Titles of the papers and their authors are as follows: (1) "Lexical Organization and Welsh Consonant Mutations" (S. Boyce, C. P. Browman, and L. Goldstein); (2) "The Emergence of Cerebral Asymmetries in Early Human Development: A Literature Review and a Neuroembryological Model" (Catherine T. Best); (3) "The Role of Coarticulatory Effects in the Perception of Fricatives by Children and Adults" (Susan Nittrouer and Michael Studdert-Kennedy); (4) "Hemispheric Asymmetries in Phonological Processing" (G. Lukatela, Claudia Carello, M. Savic and M. T. Turvey); (5) "Processing Lexical Ambiguity and Visual Word Recognition in a Deep Orthography" (Shlomo Bentin and Ram Frost); (6) "Some Word Order Effects in Serbo-Croat" (Z. Urosevic, Claudia Carello, M. Savic, G. Lukatela, and M. T. Turvey); (7) "Short-Term Memory, Phonological Processing and Reading Ability" (Susan Brady); (8) "Phase-Locked Modes, Phase Transitions, and Component Oscillators in Biological Motion" (J. A. S. Kelso, G. Schoner, J. P. Scholz, and H. Haken); (9) "Beyond Anatomical Specificity" (M. T. Turvey); (10) "Perceptual Normalization of Vowels Produced by Sinusoidal Voices" (Robert E. Remez, Philip E. Rubin, Lynne C. Nygaard, and William A. Howell); (11) "The Stop-Glide Distinction: Acoustic Analysis and Perceptual Effect of Variation on Syllable Amplitude Envelope for Initial /b/ and /w/" (Susan Nittrouer and Michael Studdert-Kennedy); and (12) "The Development of Language Structure in Children with Down Syndrome" (Anne E. Fowler). (Citation information for each article is included.) (HTH)

ED 282 291 EA 019 330

Johnston, A. P.; Hood, Kenneth
Planning and the School Business Office.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 30p.; Chapter 10 of "Principles of School Business Management" (EA 019 320).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Planning; Elementary Secondary Education; Government School Relationship; Institutional Environment; Public Policy; School Administration; *School Business Officials; School Districts; Social Influences; Theories

This chapter of "Principles of School Business Management" focuses on issues and organizational realities that affect the planning conducted by school business offices. The chapter deals first with theories of planning and then considers their relationship to the organizational context in which they will be implemented. Among the theories reviewed are the rational-technical, the disjointed-incremental, the "mixed-scanning" method of combining these first two theories, the organizational development theory, and new theory directions taken in the 1980s. These broad considerations are followed by a discussion of the societal and governmental issues that the planning efforts of local school districts can anticipate but not control, such as statutory and administrative laws, auditing and evaluation requirements, case law, categorical funding programs, demographics, and economic and political developments. The chapter concludes by providing a simple, schematic presentation of planning that clarifies the relationships among key factors in the planning process without serving as a limited, practical model. The factors addressed include public school and environmental values; organization for planning; assessment, forecasting, goal-setting, and development of strategies; and the implementation and evaluation of the process. Fifty-six footnotes cite relevant sources. (PGD)

ED 282 305 EA 019 344

McClure, Maureen W.

The Political Economy of Education Finance: Legacies of Largess Lumbering toward an Uncertain Future.

Association of School Business Officials International, Reston, VA.

PUB DATE- 86

NOTE- 16p.; Chapter 24 of "Principles of School Business Management" (EA 019 320).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Bureaucracy; Change Strategies; *Economic Change; Economic Factors; *Educational Economics; Educational Finance; Educational Policy; Elementary Secondary Education; *Futures (of Society); Politics of Education; Public Education; Social Change; Technological Advancement

This chapter of "Principles of School Business Management" analyzes three aspects of economic change that could have a profound impact on educational finance in the future. The chapter begins with an introductory review of recent economic history and its reflection in social agendas for education. The causes of the current lack of discretionary resources for school districts are traced and the consequent difficulties limiting educational reform are noted. The chapter then turns to the first of its three central topics: tax base investment cycles that take capital from a tax base, pass it through a system like the education system, and return it to the tax base in the form of human capital. The dangers of depending on regional tax bases within a global economy are examined. The second major topic is concerned with differences in the response times of political and economic allocative systems; these differences can generate potentially disastrous slippage. The chapter's third topic is delivery systems, and particularly the ability of organizational and technological changes to be assimilated by public education's bureaucracy. The implications of these challenges for educational policy are considered in the chapter's conclusion. Thirty-four references are cited. (PGD)

ED 282 030 CE 047 129

Stewart, J. Paul; Fahy, P.

Strategies for Effective Adult Learning: A Research Based Program for Identification and Treatment of Learning Disabilities.

PUB DATE- May 87
NOTE- 8p.; Based on a presentation made at the Association for Children with Learning Disabilities Conference (Edmonton, Alberta, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Diagnostic Teaching; *Educational Diagnosis; *Educational Therapy; Foreign Countries; Handicap Identification; *Individualized Education Programs; *Learning Disabilities
IDENTIFIERS- Alberta Vocational Center (Edmonton)

The Strategies for Effective Learning (SEL) Unit at the Alberta Vocational Centre focuses on developing and teaching cognitive strategies for adults rather than simply diagnosing them. In its initial stages the SEL unit has begun the task of assessing the value of various strategies, testing instruments, and procedures for learning disabled adults. Its intention is to provide information for postsecondary institutions on adult learning disabilities and strategies to address them effectively. When students are initially referred to the SEL unit, they undergo an intake and assessment screening procedure. After a review of test results, an individualized educational prescription (IEP) is generated for each SEL student. The two emphases of the IEP are student self-concept and effective learning strategies. Since commencement of the unit's operation, the staff has provided information on identification of learning disabilities, use of learning disabilities strategies in conventional classrooms, and the needs and fears of learning disabled adults. (YLB)

Ghazalah, I. A.
Long Term Follow-up of Vocational Education Graduates: A Study Based on Federal Income Tax Data.
Ohio Univ., Athens.; Ohio Univ., Athens. Coll. of Arts and Sciences.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- May 87
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Comparative Analysis; *Employment Patterns; Graduate Surveys; Income; *Migration; Occupational Mobility; *Outcomes of Education; Postsecondary Education; *Salary Wage Differentials; Secondary Education; State Surveys; Tables (Data); *Unemployment; *Vocational Education; Vocational Followup
IDENTIFIERS- *Ohio

A study used federal income tax data to examine the long-term earning, unemployment, and interregional mobility patterns among 15,055 persons who graduated from 14 Ohio vocational education programs in 1979. Income data on the graduates' income earned during the 1983 tax year were also compared with U.S. Census Bureau data on 1983 Money Income of Persons in the United States after appropriate adjustments were made for United States-Ohio and Ohio regional income differences. The vocational graduates tended to have higher incomes and lower unemployment rates. With respect to graduates remaining in Ohio five years after graduation, agricultural production and horticulture had the highest state retention rate (90.08 percent). The health occupations education program (associate degree) had a slightly lower than average net retention rate for the state as a whole (83.33 compared with 84.57 percent). (This report includes 29 tables that summarize income, unemployment, and geographic mobility data according to Ohio's 5 geographic regions central, northeast, northwest, southwest, and other and 14 vocational programs--agricultural production and horticulture, auto mechanics, home economics, carpentry, electronics, machine shop, cosmetology, occupational work experience, distributive education, secondary-level health occupations education, associate degree-level health occupations education, accounting and data processing, general office, and technical education.) (MN)

ED 282 084 CE 047 339

The ICD Survey II: Employing Disabled Americans. A Nationwide Survey of 920 Employers. Study No. 864009.

Harris (Louis) and Associates, Inc., New York, N.Y.; International Center for the Disabled, New York, NY.; National Council on the Handicapped, Washington, DC.; President's Committee on Employment of the Handicapped, Washington, D.C.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.; Office of Human Development Services (DHHS), Washington, D.C.; Social Security Administration (DHHS), Washington, DC.

PUB DATE- Mar 87

NOTE- 142p.; For a related document, see ED 278 189.

GRANT- 12D70260-2-01; 90DD0133; 996339698-02

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adults; Career Education; *Disabilities; *Employer Attitudes; Employment Opportunities; *Employment Practices; *Equal Opportunities (Jobs); Job Performance; Job Training; *Labor Turnover; National Surveys; *Vocational Rehabilitation

A survey explored what 921 managers nationwide are doing to employ disabled people and return disabled employees to work. It identified barriers that prevent employers from hiring disabled people and steps public and private sectors could take to increase their employment. Employers gave their disabled employees high marks as hard working, reliable, and productive employees. The cost of employing disabled people was not a significant barrier. Most employers appeared willing to consider the employment of more disabled people if they are qualified. Survey evidence indicated that employment of disabled people is unlikely to increase significantly without new stimulation. Most employers believed that their company was doing enough to employ disabled people, that a shortage of qualified disabled job applicants was a major barrier, and that the hiring of the disabled had a lower priority than the hiring of minority groups and the elderly. They said that a majority of employees who became disabled returned to work. Employers were supportive of rehabilitation of employees who became disabled and felt their companies were doing enough to rehabilitate them. Most managers supported proposed initiatives and policy changes to increase employment of disabled people and the concept that civil rights laws should apply. (The questionnaire is appended.) (YLB)

ED 282 128 CG 019 892

Ghory, Ward J.; Sinclair, Robert L.
The Reality of Marginality: Current State of Affairs for Marginal Students.
PUB DATE- Apr 87
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dropouts; Drug Abuse; *Educational Environment; Elementary School Students; *Elementary Secondary Education; *High Risk Students; Learning Problems; *School Effectiveness; Secondary School Students; *Student Problems; *Student School Relationship; Truancy; Underachievement

To be a marginal student is to experience a strained, difficult relationship with the school environment. It is crucial to understand marginality and to analyze its extent in today's schools. The more intractable problems of school learning are most effectively addressed at an early stage when the relationship between individual and school environment first becomes problematic. The reality of marginality is that nationwide one in four students drops out of school before graduation and nearly one in two students does not graduate in certain locations and among certain ethnic groups. The achievement of minority students still lags significantly behind that of white students, despite a decade of gains. Up to 40 percent of all junior high students and 60 percent of senior high students probably have trouble with academic reading materials. As many as two-thirds of the 17-year-olds still in school run the risk of becoming marginal due to inadequate writing skills. About one-third of all pupils achieve below grade level. One in 10 secondary students gets suspended from school. Nearly all high school students experiment with alcohol, more than one-half experiment with marijuana, and about 40 percent try other drugs. Understanding the perspective from the margins is important because it defines the problems of dropouts, low achievement, misbehavior, school avoidance, and drug use in a way that makes clear what changes in school might reduce these problems. (Author/ABL)

ED 282 156 CG 019 924

Chu, Lily; Duling, John

When Will a University Counselor Reveal Confidential Information?

PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Codes of Ethics; *College Programs; College Students; *Confidentiality; *Counseling Services; Ethics; Higher Education; Legal Problems; *School Counselors

A recent study identified confidentiality as the most frequently encountered dilemma for college counselors. A study was conducted to examine whether there was a consensus among directors of college and university counseling centers regarding confidentiality. Directors (N=160) completed questionnaires concerning counseling center background and size, college characteristics, counseling center guidelines and limits on confidentiality, and whether clients were informed of limits. Professional data on directors were also obtained. Subjects read three hypothetical vignettes depicting legal and ethical dilemmas likely to be found in college and university counseling centers. Dilemmas concerned clients and computer crimes, client manufacturing of illegal drugs, and a client with a suicidal roommate. For each vignette, subjects responded to whether or not they would keep the confidentiality. Responses to vignettes revealed that most directors were reluctant to break confidentiality. This reluctance did not correlate with the center's policies on confidentiality, the center's demographics, counseling center size, nor with directors' professional variables. Although most directors reported that their counseling centers had policies about confidentiality, the results suggest that centers need more specific guidelines concerning confidentiality, and that counselors and student clients need to be better informed about confidentiality limits. (NB)

ED 282 184 CS 008 822

Bohlmeyer, Elaine Morton; And Others.
Effects of Spontaneous and Imposed Study Strategies on Recall of Prose.
PUB DATE- 21 Apr 87
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Memory; *Reader Text Relationship; *Reading Comprehension; Reading Research; Reading Skills; *Reading Strategies; *Recall (Psychology); *Study Habits; *Study Skills; Training Methods

Twenty college students read passages from John Steinbeck's "Log from the Sea of Cortez," so that the effect of their study strategies on their recall of idea units in the passages could be tested, both immediately after reading and after a one-week delay. The experiment provided a comparison of the effectiveness of two imposed study patterns, a written strategy and a relational strategy, with students' spontaneous study strategies. A control group was told to read the material but was not told to study it. Subjects in the written strategy group were trained to write an outline of the passage as they read, while the subjects in the relational strategy group mentally related information in the passage with something they already knew. The spontaneous group was untrained. Results indicated that the spontaneous strategy group remembered significantly more idea units than the other three groups. These findings suggest three possible explanations: (1) perhaps the mnemonic processes of college students cannot be changed merely by instructing them to adopt a particular strategy; (2) the training of the written and relational strategy groups might not have been long enough or provided enough practice; or (3) interference from the training passages may have occurred. Recall of three importance levels (1 being most important, 2 moderately important, and 3 being least important) was also tested, and across all variables the level 2 idea units were recalled less successfully--a result that is inconsistent with previous research. This suggests that for this type of prose, memorability and importance level are separate characteristics. (References and figures are appended.) (SKC)

ED 282 238 CS 210 536

Garrison, Bruce
Reading about Today's Homes and Gardens: A Subscriber Profile of a New Magazine.
PUB DATE- 1 Aug 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987). Funding for this study provided by a grant from Meyer Publications, Inc.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; *Life Style; Media Research; *Periodicals; Profiles; Reader Response; *Reading Habits; Reading Materials; *Sociocultural Patterns
IDENTIFIERS- *Reader Preferences; Readership Analysis; *Regional Magazines

A study examined readership and consumer patterns for subscribers of a new upscale home and garden magazine, in order to construct a demographic profile of the typical subscriber and to determine the magazine content preferred by these subscribers, as well as the lifestyle maintained by these individuals. Subjects, 603 randomly selected subscribers to "South Florida Home and Garden" magazine completed a mailed questionnaire. Results indicated that respondents were financially well off and stable with an average age of 43.5 years. Of the respondents, 71% were female, 74% were married, 60% were without young children in the home, 71% had at least some college education, 57% were employed, and 32% worked in top management with a median salary of $50,000. More than 82% owned their own homes worth a median $125,000. Subscribers indicated they preferred to read interior decorating features, especially articles on home design and decorating ideas. Articles on gardening were also popular. Respondents' life styles called for frequent dining out, home entertainment, extensive domestic and foreign travel, and regular use of alcoholic beverages. Findings support those revealed for other home and garden publications in Houston, Dallas, and Phoenix, indicating that the publisher has reached the target market for the new magazine. (References and tables of data are included.) (NKA)

ED 282 251 CS 210 555

Williams, Luther G.
The Real Jazz Journalism: "New York Times" Coverage of an Emerging Art Form (1921-1929).
PUB DATE- Aug 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Blacks; Content Analysis; *Jazz; *Mass Media Effects; Media Research; Musicians; Music Techniques; *News Reporting; *North American Culture; *Persuasive Discourse; Popular Culture; *Press Opinion; Public Opinion; Racial Bias
IDENTIFIERS- Journalism History; *New York Times

As jazz music found its way onto the public agenda between 1921 an 1929 the "New York Times" became a major forum for the controversy surrounding the new music form. Although jazz was played mostly by black musicians, this fact was seldom reflected in the newspaper's stories, and the specter of racism loomed just beneath the surface of the accounts. In the early 1920s most of the prominent citizens who spoke out against jazz were quoted at length, but opposing views and context were absent. By 1922, the "Times" reflected the reality that, despite vigorous opposition, jazz was becoming more popular. A sense of musical territoriality surfaced--musical "purists" objected to jazz's eclecticism and borrowing from classical and popular music. By the mid-1920s articles were longer and more balanced, and the important theme of music as an expression of national pride had emerged. Articles in the "Times" reflected the struggle to find music that captured the national spirit, and jazz was a candidate--especially the symphonic jazz of Paul Whiteman and George Gershwin. Jazz became increasingly popular overseas as well, and during the middle 1920s the paper reported from many foreign capitals on the origins of jazz, the restrictions on it imposed by foreign governments, and even the respect that it was gaining abroad. By 1929, after nearly a decade of reporting about jazz that was more negative than positive, the "Times" recognized the inescapable fact that jazz was an American musical product and the country's most valuable musical export. (Fifty-nine footnotes and 10 pages of newspaper sources are appended.) (NKA)

ED 282 332 EA 019 428

Administrator Accountability Plan, 1986-87.
Council Bluffs Community School District, Iowa.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Administrator Evaluation; *Administrator Responsibility; Board of Education Policy; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Formative Evaluation; *Improvement Programs; *Instructional Leadership; Management Development; Performance Factors; Principals; School Districts; School Personnel; Summative Evaluation
IDENTIFIERS- *Council Bluffs Community School District IA

This summary outline presents performance evaluation procedures of the 1986-87 administrator accountability plan adopted by the Council Bluffs Community Schools, Iowa. Procedures ensure that a cooperative evaluation plan is established, there is continuity between evaluation cycles, guidance and assistance are provided, and due process is followed. Formative evaluation involves a planning conference, formal and informal observations, performance input, and building/program improvement plan reports. The summative process includes a written report, a conference, postcycle activities such as a report to the education board and staff development proposals, and due process procedures. Evaluation of the principal and assistant principal positions includes the following performance areas: (1) management skills (utilizes effective time management practices, maintains physical facilities, plans a financial program, demonstrates decision-making skills, and supervises classified employees); (2) school and community relations (provides communication to the community regarding school direction, stakeholder involvement in decision making, and a positive school climate); (3) professional responsibilities (engages in and promotes professional growth activities and supports staff); (4) instructional leadership (assists in establishing expectations for student achievement, facilitates school goals, and sets instructional strategies and programs; and (5) building/ program improvement plans (develops, implements, and evaluates building/program improvement plans and establishes personal goals with supervisors). Appended forms for school improvement plans comprise one-third of the document. (CJH)

ED 282 359 EA 019 488

Snyder, Thomas D.
Digest of Education Statistics, 1987. 23rd Edition.
Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-87-345
PUB DATE- May 87
NOTE- 424p.; For most recent previous edition, see ED 270 903.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00-293-1; $18.00).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Adult Education; Cost Indexes; Degrees (Academic); Dropout Rate; Educational Attainment; *Educational Finance; Educational Trends; Elementary Secondary Education; Employment Level; *Enrollment; Ethnic Groups; Federal Programs; Higher Education; *Institutional Characteristics; International Education; Library Statistics; Microcomputers; Minimum Competency Testing; National Norms; Postsecondary Education; Preschool Education; Private Schools; Public Schools; Salaries; *School Demography; School Holding Power; *School Statistics; Student Characteristics; Student Costs; Student Financial Aid; Tables (Data); Teacher Characteristics; Vocational Education

This document, consisting of 7 chapters, 20 figures, and 261 tables, provides large amounts of statistical data on most aspects of United States education, both public and private. The chapters cover (1) all levels of education; (2) elementary and secondary education; (3) postsecondary education, including college and university education and adult and technical education; (4) federal programs for education and related activities; (5) economic outcomes of education; (6) international education; and (7) learning resources and technology. Information is presented on a variety of subjects, including the number of schools and colleges, teachers, enrollments, graduates, educational attainment, finances, federal funds for education, employment and income of graduates, libraries, and international education. Included among data not appearing in previous editions of the document are the following: trends in population, economic and price index data, staffing ratios in public schools by state, racial and ethnic enrollment in colleges, and unemployment rates by educational attainment. New sections include a guide to tabular presentation to provide a legend for symbols and indexes, and definition of terms used. A short introduction highlights major findings, and each chapter contains a brief overview of significant trends. An index is included. (WTH)

EC

ED 281 987 CE 047 057

Training Guidelines for Employee Relations.

Hotel and Catering Training Board, Wembley (England).

REPORT NO.- ISBN-0-7033-0019-0
PUB DATE- 82
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Needs; *Employer Employee Relationship; *Employment Practices; Foreign Countries; Hygiene; *Labor Relations; *Needs Assessment; Personnel Evaluation; *Personnel Management; Personnel Policy; Personnel Selection; Postsecondary Education; Recordkeeping; Safety; Staff Development; Staff Utilization

This set of guidelines is intended for use by employers desiring t establish the training needs of those involved in employee relations. The 16 guidelines cover the following principal activities normally associated with employee relations: staff management policy and aims, staff recruitment and selection, terms and conditions of employment, staff placement and induction, training, staff appraisal and development, health and safety, fire prevention, hygiene, pay and remuneration systems, personnel records and administration, communication, consultation, employee representation, discipline and grievances, and dismissal (including redundancy). Each section is subdivided into discussions of the importance of the topic being addressed, indicators/symptoms of inadequate policies (or practices), legal aspects, good practice, and training requirements. Where appropriate, guidelines are cross-referenced to other publications by the Hotel and Catering Training Board.

ED 282 015 CE 047 108

Prickett, Charlotte
Electrical Curriculum.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Sep 85
NOTE- 189p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; Building Trades; *Competence; Competency Based Education; Construction (Process); Electrical Systems; Electric Circuits; *Electricians; *Electricity; *Entry Workers; Hand Tools; *Job Skills; Postsecondary Education; Secondary Education; State Curriculum Guides; Vocational Education
IDENTIFIERS- Arizona

This curriculum guide was developed to complement the Arizona validated competency lists for construction trades. The writing team included tradespeople, secondary vocational educators, community college vocational instructors, and university professors of construction technology programs. The guide lists 15 competencies to be mastered by entry-level electricians. For each competency, various tasks with their standard of performance, conditions for performance, source of the standard, and a performance guide are provided. These materials are intended to assist teachers in secondary and postsecondary vocational programs in developing a course of study, structuring learning sequences, determining standards of performance, and locating resources. The guide also contains a list of tools for an electrician's basic tool kit, and references. (KC)

ED 282 057 CE 047 267

Morgan, Bruce; And Others
Introduction to Vocations: Career Exploration Curriculum Guides for Ninth Grade Students.
Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
REPORT NO.- CE-1005
PUB DATE- Jan 82
NOTE- 212p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Behavioral Objectives; Biological Sciences; Career Education; *Career Exploration; Curriculum Guides; *English; Grade 9; High Schools; *Integrated Curriculum; Learning Activities; *Mathematics; *Natural Sciences; Physical Sciences; Second Languages; *Social Studies; Student Evaluation

These career exploration curriculum guides are designed to provide infusion activities for entry-level academic courses at the high school level. Guides are provided for the areas of art, English, foreign language, mathematics, biological science, physical science, and social studies. Each guide is related to an occupational cluster and specific job family. It provides the teacher with the name of the course(s), name of unit, time allowed, major idea, objectives, content, teacher and student activities (including speaker suggestions and field trip recommendations), evaluation techniques, and materials and resources. An index indicates the page numbers for specific job titles. Representative job titles are agronomist, archaeologist, auto mechanic, cartoonist, chef, commercial artist, computer operator, dental

hygienist, dietitian, editor, electrician, fish and wildlife manager, flight attendant, graphic artist, illustrator, interior design, interpreter, law enforcer, librarian, meteorologist, nutritionist, optometrist, photographer, piano tuner, psychologist, travel agent, and writer. (YLB)

ED 282 098 CE 047 366

Kramer, Deirdre A.
Improved Learning in Aging: Implications for Education.
PUB DATE- 9 Apr 87
NOTE- 12p.; Paper presented at "Information and Aging: Coalitions for the Future" (New Brunswick, NJ, April 9, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Development; Adult Education; Adult Learning; Adults; *Aging (Individuals); *Cognitive Development; *Cognitive Processes; *Developmental Psychology; Educational Psychology; Intelligence; Moral Development; *Older Adults
IDENTIFIERS- Dialectical Reasoning; Wisdom

Three types of lay theories about the social world form a developmental sequence. Earlier developing theories are reorganized at the next level into a more inclusive, encompassing view of the world in order to make better predictions. The absolute thinker sees the world as fixed and unchanging, reasons with absolute rules, and has a narrow world view. Relativistic reasoning involves the awareness that everything is relative, a point of view; knowledge is subjective; and contradiction is inherent in reality. The problem with this world view lies in the inability to make decisions and have relationships. Typically, not before middle age, the individual develops an integrated world view that operates according to dialectical, or systems, principles. Contradiction and change are basic features, each event brings about its opposite, and reciprocity is a basic assumption. Integrated thinking is believed to characterize highly mature thought that is very adaptive because it attempts to go beyond the self, take other perspectives into consideration, and find cooperative solutions. An implication for the education of adults, especially middle-aged and older adults, is that retraining adults in the social sciences or developing think tanks with older adults would be worthwhile in dealing with complex social issues. (YLB)

ED 282 114 CG 019 878

Spirito, Anthony; And Others
Coping in Children and Adolescents: Development of a Brief Scale.
PUB DATE- 20 Mar 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Society of Behavioral Medicine (Washington, DC, March 19-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Children; Cognitive Style; *Coping; Suicide; Test Construction; *Test Reliability; *Test Validity; Time
IDENTIFIERS- *KIDCOPE

Persons with acute and chronic illnesses must frequently respond to a number of illness-related tasks and stressors. Changes in an individual's coping style over the course of an illness, however, are rarely studied. Most coping inventories are too long to be practical for the necessary repeated administration. A study was undertaken to develop a brief coping scale for use with children and adolescents with chronic illnesses. KIDCOPE, a brief coping checklist comprised of 10 items, was developed which covered problem-solving, distraction, social support, social withdrawal, cognitive restructuring, self-criticism, blaming others, emotional expression, wishful thinking, and resignation. Four samples of "normal" adolescents (total N=364) and one clinical sample of adolescent suicide attempters (N=25) participated in reliability and validity studies. The results revealed that the highest correlations were obtained when subjects rated the same personal stressors 3 days apart, lower correlations were obtained when ratings were 1 week apart, and lowest correlations were obtained over 10 weeks with different stressors. These findings suggest that coping is a process measure with only minimal consistency within individuals over time. Validity studies revealed moderate to high correlations between the Coping Strategies Inventory and the KIDCOPE. (NB)

Sanz, Donald L; Whitner, Phillip A.
A Study Skills Program for Student-Athletes.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA April, 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Athletes; *College Students; Counseling Services; Educational Diagnosis; Higher Education; *High Risk Students; *Program Effectiveness; Skill Development; Student Adjustment; Student Needs; *Study Skills

The University of Toledo's Athletes Educational Planning Program is a program designed to assist incoming freshmen male and female athletes in adjusting to the academic rigors of college. An initial assessment of 136 freshmen athletes was conducted in the 1983-84 school year and students were classified by risk level. High and moderate risk students met with Counseling Center personnel weekly to learn study skills and academic survival techniques. A preliminary assessment of the program suggests that: (1) risk level of student athletes can be accurately predicted; (2) moderate-risk students can be helped academically by such a program; and (3) high-risk students may need more specialized educational services than those provided by the program. Based on these findings, it is recommended that the study skills program be continued, that academic high-risk students be compared to other student populations, that the study skills program be developed and improved, that the Athletic Department provide staffing and an educational program for student athletes, and that needed services be identified and provided for all students. (NB)

ED 282 265 CS 505 610

Goodman, Bradley A.
Reference and Reference Failures. Technical Report No. 398.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 28p.; A version of this paper was presented at the Meeting of the Theoretical Issues in Natural Language Processing Conference (3rd, Las Cruces, NM, January 1987).
CONTRACT- 400-81-0030; N00014-85-C-0079
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; Cognitive Processes; Cognitive Structures; Coherence; *Communication Problems; Communication Research; Computational Linguistics; Computer Simulation; Context Clues; Inferences; *Language Processing; Language Research; *Listening Skills; Man Machine Systems; Models; *Speech Skills; Theories
IDENTIFIERS- Natural Language; *Natural Language Communication; *Referents (Linguistics)

In order to build robust natural language processing systems that can detect and recover from miscommunication, the investigation of how people communicate and how they recover from problems in communication described in this artificial intelligence report focused on reference problems which a listener may have in determining what or whom a speaker is talking about. The paper first details the investigation, in which protocols of subjects communicating about a task were analyzed, and knowledge about linguistic and physical context that listeners used to recover from reference miscommunication was isolated. The report then discusses the algorithms designed to apply that knowledge to identify the most likely places for the speaker's error. The paper describes how computer programs were then written (1) to represent a spatially complex physical world, (2) to manipulate that structure to reflect the changes caused by the listener's interpretation of the speaker's utterances, (3) to identify referent noun phrases, and, when that fails, (4) to search the physical world for reasonable candidates for the referent. The report proceeds with the development of an algorithm--FWIM (Find What I Mean)--that uses knowledge sources to guide relaxation techniques that delete or replace potentially misleading portions of the speaker's description. Finally, the paper presents a case study, including protocols of two subjects assembling a "toy water pump" to highlight the complexity of reference identification in a task-oriented domain. Throughout, the paper asserts that the new computational model was designed to allow a speaker leeway in forming an utterance about a task, in determining how to deliver it, and also in promoting a new view for extensional reference. A comprehensive list of references is appended. (NKA)

Anderson, Carolyn S.

Organizational Factors Affecting Curriculum Change: A Case Study of Instructional Grouping Innovations.

PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Attached material contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Change; Adoption (Ideas); Attitude Change; Case Studies; Change Agents; Change Strategies; *Curriculum Development; Educational Change; Educational Planning; Elementary Secondary Education; *Grouping (Instructional Purposes); Group Instruction; *Instructional Innovation; *Organizational Change
IDENTIFIERS- Crete Monee School District IL

Making changes in the area of grouping for instruction is difficult because it involves adjustments in the curriculum, in teacher planning, and in teacher attitudes. A concern that the present form of grouping may result in intellectual and racial discrimination began in the Central Office and the Curriculum Office of the Crete-Monee School District (Illinois). The issue was referred for study to the Program Council, and after having gathered and discussed grouping research, a fragile consensus was reached that change was needed; however, the advocates of change were afraid that the problem would require too drastic an alteration. The solution was to bring in an experienced consultant, who alleviated their anxiety by advising them and giving a fresh interpretation of the data. Although the Program Council rejected the guidelines first proposed, it gradually evidenced interest in making a change as new measures to increase the members' input and to ensure consensus began to take effect. As this case study suggests, experimentation, flexibility, long-term perspective, and mutual input and communication are organizational traits that affect the extent and thoroughness of a school district's acceptance of the consultant's qualities, such as interest and experience, district knowledge, and problem recognition. Dramatic changes in attitude, approach or focus, and behavior could be observed among members of the Program Council. Attached are a list of references, two tables, and one figure. (RG)

ED 282 345 EA 019 449

Racial-Ethnic Minorities and Women in School Administration: A Selected Bibliography.

American Association of School Administrators, Arlington, VA. Office of Minority Affairs.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 83

NOTE- 46p.; For a related document, see EA 019 457.

AVAILABLE FROM- Publication Sales, American Association of School Administrators, Office of Minority Affairs, 1801 North Moore Street, Arlington, VA 22209 ($6.50 prepaid).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Administrators; Annotated Bibliographies; Educational Administration; Elementary Secondary Education; *Employed Women; *Ethnic Groups; *Minority Groups; Superintendents; *Women Faculty

This selected bibliography of minorities and women in school administration is comprised of two sections: (1) "Racial-Ethnic Minorities in School Administration" contains 21 pages of references, most of which are annotated. Listed are 7 books, 30 journal articles, 18 ERIC documents, 11 reports, and 70 dissertations. (2) "Women in School Administration" provides 19 pages of references, primarily annotated. Listed are 4 books, 39 journal articles, 11 ERIC documents, 31 reports, and 64 dissertations. (CJH)

ED 282 002 CE 047 084

Anderson, Tony; Jones, Neil
TAFE Curriculum Research: A Review of Group Process Methods. Summary.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-385-X
PUB DATE- 86
NOTE- 52p.; For related documents, see ED 275 870 and CE 047 085.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Curriculum Development; *Curriculum Research; *Data Analysis; *Data Collection; Developed Nations; Foreign Countries; Postsecondary Education; *Research Methodology; *Vocational Education
IDENTIFIERS- *Australia

This paper summarizes four reports that comprised a study of ways in which technical and further education (TAFE) curriculum research for curriculum development can be speeded up in the data collection and analysis phases. The reports are "TAFE Curriculum Research: A Review of Group Process Methods" (T. Anderson, N. Jones); "The Facilitation of Curriculum Research Workshops in TAFE" (T. Anderson, N. Jones); "TAFE Curriculum Research: A Review of Group Process Methods. Descriptive Bibliography" (N. Jones et al.); and "TAFE Curriculum Research: A Review of Group Process Methods. Research Design" (N. Jones, T. Anderson). This paper provides descriptions of research methods reviewed, including exploratory research, the search conference method, Delphi, DACUM (Develop a Curriculum Method), critical incident technique, and force field analysis; summarizes the procedures entailed in management of group process curriculum research methods; lists the bibliographic sources used; and provides tables of contents for the four reports. (YLB)

ED 282 071 CE 047 323

Harvey, Dexter; Cap, Orest
Elderly Service Workers' Training Project. Block B: Cultural Gerontology. Module B.1: Ukrainian Culture.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 87

NOTE- 59p.; For related documents, see ED 273 809-819 and CE 047 321-333.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Aging (Individuals); Client Characteristics (Human Services); *Counselor Training; *Cross Cultural Training; *Cultural Background; Cultural Context; Cultural Differences; Cultural Education; Ethnic Groups; *Ethnicity; Foreign Countries; *Gerontology; Human Services; Immigrants; Interpersonal Competence; Learning Modules; Older Adults; Postsecondary Education; Ukrainian
IDENTIFIERS- *Manitoba; *Ukrainian Canadians

This learning module, which is part of a three-block series intended to help human service workers develop the skills necessary to solve the problems encountered in their daily contact with elderly clients of different cultural backgrounds, deals with Ukrainian culture. The first two sections provide general information about the size and general characteristics of Canada's Ukrainian population and the module's general objectives. The next section examines the Ukraine's historical past and several aspects of Ukrainian Canadian history that have helped shape the character of the Ukrainian people. The final sections discuss the importance of the Ukrainian culture for older adults of Ukrainian origin, the perception and role of the older adult in the Ukrainian culture, and several of the difficulties and risks that older Ukrainian adults experience within a multicultural society. Lists of selected readings and descriptions of seven films dealing with Ukrainian culture are appended. (MN)

ED 282 142 CG 019 909

Schutte, Nicola S.; And Others
Incompetency and Insanity: Feasibility of Community Evaluation and Treatment.
SPONS. AGENCY- Colorado State Dept. of Institutions, Denver. Div. of Mental Health.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Albuquerque, NM, April 30-May 2, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; *Community Role; Community Services; *Competence; *Emotional Disturbances; Human Services;

*Legal Responsibility; Mental Health; *Psychological Evaluation; Psychopathology

Some states have established community-based forensic services, such as competency and sanity evaluation programs. Since changing from inpatient, centralized evaluations to community-based, decentralized evaluations may result in lower costs, a study was conducted to examine the feasibility of doing more forensic sanity and competency evaluations and treatment on an outpatient basis in Colorado. A feasibility questionnaire was given to 288 community mental health center and state hospital administrators and treatment staff members. The respondents indicated that, given enhanced community evaluation and treatment programs for forensic clients, 41% of the sanity evaluations and 45% of the competency evaluations done at the hospital could be done in local communities, 35% to 38% of the clients found incompetent could be treated in local communities, and 39% to 50% of the clients found insane could be released to outpatient treatment 6 months earlier than is currently the case. Other findings indicated several specific improvements needed in the community mental health system before it could properly handle more forensic clients. Major concerns dealt with adequacy of staff training for working with incompetent and insane clients, liability exposure, and time spent waiting for hearings and for release from state hospitals. (KS)

ED 282 197 CS 210 351

Examen en Vue du Diplome Douzieme Annee, Langue et Litterature 30. Partie A: Composition (Examination for the Twelfth Grade Diploma, Language and Literature 30. Part A: Composition).

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 87
NOTE- 17p.; For related documents, see CS 210 352-353.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Achievement Tests; Canadian Literature; Foreign Countries; *French; Grade 12; *Graduation Requirements; High Schools; Language Proficiency; Language Skills; *Language Tests; *Test Items; *Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- Canada; *French (Canadian)

As part of an examination required by the Alberta (Canada) Department of Education in order for 12th grade students to receive a diploma in French, this booklet contains the composition component of the January 1987 tests. Divided into three essay questions for a total writing time of two and one-half hours duration, parts one and two of the test require essays that answer or argue a given statement, while part three (the longest section and worth the most credit) asks for a comparison of a character in a short story printed in the booklet with any other French literary personage who has been studied in any genre of French literature. The booklet provides suggestions for approaches to the last composition, as well as several supplementary sheets for practice writing. Instructions and questions are in French. (NKA)

Ede, Lisa
The Case for Collaboration.
PUB DATE- Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Environment; Communications; *Educational Cooperation; *Educational Theories; Higher Education; *Learning Strategies; Peer Relationship; Teaching Methods; *Teamwork; *Writing Instruction
IDENTIFIERS- *Collaborative Learning

Critics of collaborative learning such as Greg Myers argue that educators might let their enthusiasm for collaborative learning lead them to accepting social construction of knowledge as a good thing in itself. It is important, however, to distinguish between the use of specific collaborative learning activities--such as peer response groups or collective brainstorming--and collaborative learning as a holistic educational philosophy that informs all that goes on in the classroom. The real challenge arises in maintaining a dual perspective: seeing the social in the individual and the individual in the social. Implementing a collaborative learning strategy in a traditional academic setting is extremely difficult. The competitive nature of colleges and universities, the system of evaluation, students' past educational experiences, and even the academic calendar, all impede successful collaboration. The profession's fear of plagiarism and the compulsion to isolate students from each other during testing sessions are indicative of the fervent conviction that authorship is inherently individual. If there is to be any chance for success, educators will need to subject themselves to ideological self-analysis, examining those ideas and assumptions that seem most commonsensical and therefore inevitable, making them suddenly problematic, even uncomfortable. Only by discussing conflict and complication openly can teachers prevent collaborative learning from becoming just another pedagogical fad. (Six references are included.) (AEW)

ED 282 292 EA 019 331

Robson, Donald L.
The Personnel Function: Practitioners, Practices and Participants.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 23p.; Chapter 11 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Leadership Styles; Motivation; Organizational Theories; *Personnel Management; School Business Officials; School Districts; *School Personnel

This chapter of "Principles of School Business Management" examines the manager's role in an organization (particularly in a school district), organizational structure and environment, and behaviors and motivations of the groups and individuals who populate the organization. The chapter first addresses the personnel functions performed by the administrators responsible, reviewing personnel management goals and the importance and character of management behavior and leadership style. Eleven major functions of personnel management in educational administration (as listed by Castetter) are reviewed next, and appropriate practices to follow in performing each function are discussed. These 11 functions are (1) staff planning, (2) recruitment, (3) selection, (4) induction, (5) appraisal, (6) development, (7) compensation, (8) collective negotiation, (9) security, (10) continuity, and (11) information processing and dissemination. The chapter concludes with a look at the personnel being managed. Basic theories of motivation are reviewed. Twenty-one footnotes cite relevant references. (PGD)

ED 282 306 EA 019 372

Robbins, Jan C.
Voluntary Religious Activities in Public Schools: Policy Guidelines. Fastback 253.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-253-4
PUB DATE- 87
NOTE- 42p.; Publication of fastback was sponsored by the Florida State University Chapter of Phi Delta Kappa.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa, Eighth Street & Union Avenue, Box 789, Bloomington, IN 47402 ($.90; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Elementary Secondary Education; *Extracurricular Activities; *Freedom of Speech; Higher Education; *Legal Problems; *Religious Discrimination; School Activities; School Buildings; *State Church Separation
IDENTIFIERS- Bender v Williamsport Area School District; First Amendment; Fourteenth Amendment; Lemon v Kurtzman; Public Access; *Religious Freedom; Supreme Court; *Voluntary Participation

This booklet was written to help school officials understand the law concerning public forums and voluntary religious activities in public schools. Compliance dilemmas arising from the First Amendment establishment of religion clause and the accompanying free speech and free expression clauses, along with 14th Amendment equal protection provisions, are discussed in the introductory first chapter. The United States Supreme Court has often frowned on government actions appearing to advance religion in schools. Two opposing interpretations, "separation" and "accommodation," are thoroughly discussed in the next two chapters. The "Lemon v. Kurtzman" case (1971), while avoiding definitions, offers a three-part establishment-clause test that looks at secular legislative purpose, primary effect that neither advances nor inhibits religion, and avoidance of excessive government entanglement in determining the constitutionality of state actions. Chapter 3 details a complex District Court decision ("Bender v. Williamsport"), overruled by the Third Circuit Court, that essentially accommodates students' voluntary afterschool religious meetings as part of a school's "limited public forum." This decision was further strengthened by Congress's passage of the Equal Access Act (1984) discussed in a later chapter. Apparently, the free speech clause may protect students' right to pursue voluntary religious activities in school, while the free exercise of religion clause denies this right! To help administrators sift through the confusion, the final chapter suggests policy guidelines defining the public forum status of school facilities. (MLH)

ED 282 031 CE 047 174

Campbell, Paul B.; And Others
Education and Labor Market Experience of Vocational Students from Three Types of Secondary Schools.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 87
NOTE- 129p.
GRANT- G008620030
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Delivery Systems; High Schools; *Institutional Characteristics; Longitudinal Studies; *Outcomes of Education; Program Effectiveness; Regional Schools; *Student Characteristics; *Vocational Education; Vocational Schools
IDENTIFIERS- High School and Beyond (NCES)

Research addressed the relative effectiveness of the three types of vocational delivery systems: comprehensive, full-time vocational, and area vocational schools. Data were from the 1980 sophomore and senior cohorts of the High School and Beyond national longitudinal database. Descriptive findings regarding full-time vocational and comprehensive high schools suggested that vocational teachers often have an associate degree or less and more work experience than academic instructors; students in vocational high schools are from lower socioeconomic status/ability quartiles, are disproportionately male, and are more likely to concentrate in a vocational specialty; and comprehensive high school graduates are more likely to attend postsecondary schools. Individual-level findings of multivariate analysis indicated that verbal and mathematics scores are significantly lower among students attending area vocational schools; no reliable effect was found for school type when wages were examined; dropout rates were substantially the same; and attendance at a vocational school or area vocational school does not affect rates of postsecondary participation. Institutional aggregate results revealed slight differences: seniors in vocational schools have higher average verbal scores, dropout rates are lower in smaller schools, and no differences were found in program-related placement, mathematics scores, levels of postsecondary attendance, absenteeism, and dropout rates. Data is displayed in 33 tables. References are included. (YLB)

ED 282 058 CE 047 269

Introduction to Vocations: Building Occupational Exploration at the Middle School Level.
Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
REPORT NO.- CE-1004
PUB DATE- Sep 81
NOTE- 222p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Behavioral Objectives; *Career Education; *Career Exploration; Curriculum Guides; Fused Curriculum; Grade 6; Grade 7; Grade 8; *Integrated Curriculum; Language Arts; Learning Activities; Mathematics; *Middle Schools; Music; *Occupational Clusters; Physical Education; Sciences; Secondary Education; Social Studies; *Special Education; Student Evaluation

This handbook uses the 15 occupational clusters for infusing career exploration into an existing school curriculum for sixth-, seventh-, and eighth-grade students. Each grade's program explores designated occupational clusters through the basic curriculum of language arts, mathematics, science, social studies, art, music, and physical education. A cluster calendar provides teachers with a list of priority subject areas directly corresponding to assigned clusters at each grade level. The sixth-grade program explores these career cluster areas: transportation, manufacturing, consumer and homemaking, public service, hospitality and recreation, and environmental. The seventh-grade program introduces these clusters: personal services, marketing and distribution, health, business and office, agribusiness and natural resources, and communications. The eighth-grade program centers around the clusters of marine science, construction, and fine arts and humanities. Career objectives are provided for each grade level. Each cluster contains a list of occupations in the cluster, a general introductory lesson, more specific job-centered lessons, and a list of resources. Each lesson lists the cluster, content area, title, objectives, activities, evaluation suggestions, and resources. An additional section provides a special education program organized similarly to the grade-level programs. The lessons explore all 15 career clusters. An annotated bibliography is appended. (YLB)

ED 282 129 CG 019 894

Johnson, C. Anderson; And Others
Project SMART: A Social Approach to Drug Abuse Prevention. Teacher's Guide.
University of Southern California, Los Angeles. Inst. for Health Promotion and Disease Prevention Research.
PUB DATE- 86
NOTE- 169p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alcohol Education; *Class Activities; Curriculum Guides; *Drug Abuse; Drug Education; Intermediate Grades; *Junior High Schools; *Peer Influence; *Prevention; Skill Development; Student Development
IDENTIFIERS- *Project SMART; *Self Management

This document presents the teacher's guide for an experimental research and demonstration project which focuses on the prevention of drug abuse among youth through self-management and resistance training. The major purpose of the curriculum described in this document is to prevent and reduce the incidence of habitual cigarette smoking and of alcohol and marijuana abuse among students in grades six through nine. An introduction and an explanation of the project's theoretical sources are followed by a description of the operationalization of Project SMART (Self-Management and Resistance Training). Project SMART activities, peer skill leaders, role playing, peer skill leader training, and ideas on how to answer questions about drugs are discussed. Fact sheets on drugs are included. The second part of the document contains the 12 program sessions of the Project SMART curriculum. Sessions A and B concern choosing students to be skill leaders and skill leader training. Curriculum sessions 1 through 10 are: (1) Welcome to SMART; (2) Consequences; (3) Prevention Baseball; (4) Techniques to Say "No"; (5) Peer Pressure Resistance; (6) Normative Expectations; (7) How Advertising Influences Us; (8) Developing Anti-Drug Commercials; (9) Adult Influences; and (10) Standing Up For Myself. For each session, the main objective is stated and a list of necessary materials is provided. Individual activities within each

session are described along with the time needed to complete the activity and the presentation method used. Worksheets used in the curriculum are included. (NB)

Gaston, Suzan N.
LSYOU: The Effects of an Alternative Organizational Framework on Students at Risk for Dropping Out.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (71st, Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Objectives; Coping; *Dropout Programs; High Risk Students; *High Schools; Humanistic Education; *Nontraditional Education; *Organizational Change; *Participative Decision Making; *Potential Dropouts; Student School Relationship
IDENTIFIERS- *Louisiana State Youth Opportunities Unlimited

Many potential dropouts have problems coping with the formal and impersonal structure of most high schools. In response to this, an effort was made to create an alternative, more supportive, organizational structure featuring participative management in the Louisiana State Youth Opportunities Unlimited (LSYOU) program. Program teachers, tutors, and counselors underwent inservicing in a counseling curriculum (Quest Skills for Living). All class sizes were limited to 13 with a tutor and teacher in each class, students and staff were involved in nonacademic activities, and student input and autonomy were maximized in the program. The program was designed to facilitate the acquiring of coping skills. The Profile of Schools (POS) survey and local questionnaires were administered to test whether students perceived the program as exhibiting an alternative organizational structure. Students identified as potential dropouts were assigned to treatment and control groups and administered the POS as a pretest and posttest. Results showed that the LSYOU program was perceived as having organizational characteristics of the participative management style and that the program significantly positively impacted certain academic and affective skills. It is hypothesized that this increase in skills will reduce alienation among this at-risk group, thus reducing their chances of dropping out of school. (ABL)

ED 282 185 CS 008 824

Kitao, S. Kathleen
Developing Exercises for Reading Materials.
PUB DATE- Jul 82
NOTE- 17p.; In: Proceedings for the International Conference in Seoul (2nd, Seoul, Korea, July 27-30, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English (Second Language); Foreign Students; Higher Education; Japanese; *Reading Comprehension; *Reading Instruction; *Reading Materials; Reading Processes; *Reading Skills; *Second Language Instruction; Vocabulary Development
IDENTIFIERS- *English Teachers

Intended for teachers of English as a second language, this paper treats the common problems instructors encounter in helping students improve their English language reading skills and offers practical exercises designed to enhance the reading experience for foreign students. Following an introductory section that discusses the particular difficulties reading in English presents for Japanese students, the paper discusses the selection of materials--asking the teacher to keep in mind the students' purposes and interests in studying English, the diverse literary forms that can be used, as well as other considerations, such as bias, length, difficulty, and the advisability of using reading materials written in standard English. Next the paper deals with vocabulary definition, and subsequently enumerates the basic skills necessary for reading, including skimming for an overall impression, scanning for specific information, recognizing the main idea of a selection, noting details and understanding relationships, and understanding the sequence of ideas or events. The major portion of the article discusses the purpose and development of various types of reading exercises, such as (1) skimming exercises, (2) comprehension questions, (3) chart exercise, (4) organization exercise, (5) visualization exercise, (6) cloze exercise, (7) outline exercise, and (8) discussion questions. (NKA)

ED 282 226 CS 210 515

Hansen, Jane
When Writers Read.
REPORT NO.- ISBN-0-435-08438-0
PUB DATE- 87
NOTE- 242p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Role; Community Role; Elementary Education; Library Role; *Reader Response; *Reader Text Relationship; *Reading Instruction; Reading Processes; Reading Research; Reading Skills; *Reading Writing Relationship; Student Role; Teacher Role; Teacher Student Relationship; *Teaching Methods; *Theory Practice Relationship; Writing Research
IDENTIFIERS- *Direct Instruction

Focusing on encouraging students to take responsibility for their own learning and giving them a sense of control over their efforts, this book explores how the response approach to writing instruction can be put to good use in teaching children to read. Respectively, chapters discuss (1) how the author learned about writing, reading, teaching, and learning; (2) writing with reference to time, choice, response, structure, and community; (3) how time affects reading; (4) how readers decide what to read, why they want to read a book, and which strategies to use; (5) responsibility between teachers and students, among students, and to the self; (6) the structure within which the teacher moves among the students and the students work together and alone; (7) the role of the community; (8) how listening affects reading; (9) how talking affects reading; (10) evaluation and reading attitudes; (11) the role of phonics; (12) skills, including context clues, spelling, phonics, punctuation, usage, and study skills; (13) the use of basal readers; (14) students' reading responses and sharing of their written work; (15) content area reading; (16) the teacher's role when using direct teaching methods; (17) the librarian's role; (18) the Chapter 1 teacher; (19) the administrator's role; (20) how students can grow up to know each other as writers, readers, and people; (21) teachers as independent learners; and (22) students as independent learners. A seven-page bibliography and an index are included. (JD)

ED 282 239 CS 210 538

Englert, Carol Sue; And Others
Establishing a Case for Writing Intervention: The What and Why of Expository Writing. Occasional Paper No. 111.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRT-OP-111
PUB DATE- Apr 87
NOTE- 42p.
GRANT- G008530201
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advance Organizers; Classroom Environment; Elementary Education; *Expository Writing; Learning Disabilities; *Learning Strategies; Program Content; Remedial Instruction; Schemata (Cognition); Student Writing Models; Teaching Methods; Writing Difficulties; Writing Exercises; *Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- Audience Awareness; Text Structure

A successful expository writing program (1) should develop basic writing ability and fluency, (2) should convey to students that they are informants in a communicative context that includes writers and readers, and (3) should foster student control of the writing process including thinking and organizational strategies (such as planning, organizing, drafting, and revising. Writing problems in regular and special education classrooms differ in degree but not in type, and several samples of special education students' writing illustrate some of the strategies involved in writing improvement. The teacher must establish a writing environment where students write frequently and for sustained periods, alone and in collaboration with peers. Knowledge of text structures can help children activate schemata with details from their own experiences. The use of "think sheets" on planning and organizing can aid students in writing a first draft. Self-editing, peer editing, and revision also benefit from use of think sheet criteria, which remind teachers and students of appropriate strategies for different aspects of the writing process. Such strategies are best taught when the teacher assumes an active role as a mediator who models writing strategies and who evaluates strategy acquisition by monitoring changes in children's thinking and dialogue as well as changes in their compositions. (Two tables are included, and examples of different types of think sheets are appended, as well as a list of references.) (NKA)

ED 282 252 CS 210 562

Matabane, Paula W.; Gandy, Oscar H., Jr.
Through the Prism of Race and Controversy, Did Viewers Learn Anything from "The Africans"?
PUB DATE- Aug 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; Behavior Patterns; Cultural Differences; Documentaries; *Learning Experience; *Mass Media Effects; Programing (Broadcast); Public Opinion; *Public Television; Racial Attitudes; Social Characteristics; Television Research; Television Surveys; *Television Viewing
IDENTIFIERS- Africa; Audience Response; *Learning Environments

A study investigated the viewing behavior of a sample of public television supporters, specifically examining the relationship of their social characteristics to viewing and to knowledge about Africa as presented in the series "The Africans." Subjects, 120 District of Columbia adults drawn from the membership lists of a local public TV station, were interviewed by telephone six weeks after the first episode of "The Africans" was aired. A maximum of two follow-up calls were made after the initial call. Findings indicated some support for the belief that viewing "The Africans" contributed to viewers' knowledge about Africa, and that the viewing audience was active and interested in learning and apparently stimulated by the series to seek more information about Africa. Within this limited sample, learning and viewing were distributed somewhat broadly, suggesting that the series was not strongly perceived as a "black" program and had wider appeal. This supports the idea of the need for informational diversity in public television. Although this was a limited study, the role of viewing in predicting knowledge was strong and consistent with other research studies examining learning from well-structured television messages even under casual viewing conditions. (Tables of data and references are included.) (NKA)

ED 282 279 EA 019 274

Leatt, Desmond J.
Inschool Suspension Programs for At-Risk Students.
Oregon School Study Council, Eugene.
PUB DATE- Mar 87
NOTE- 35p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; $1.50 for shipping and handling will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; Behavior Problems; Consultation Programs; *Cooperative Planning; Demonstration Programs; Discipline Policy; Educational Quality; *High Risk Students; Individualized Education Programs; *In School Suspension; *Local Norms; Program Development; *Program Effectiveness; Program Implementation; School Responsibility; Secondary Education; *Student Needs; Student School Relationship
IDENTIFIERS- *Oregon

Research findings and examples of inschool suspension programs in Oregon are combined in this bulletin. An introduction defines "at-risk" students as those having behavioral or attendance problems. Unlike traditional out-of-school suspension, alternative programs attempt to keep at-risk students at school. Chapter 1 surveys three inschool suspension programs that consider each school's unique environment. One high school and junior high school coordinated program features a Saturday school and afterschool detentions. A middle school and high school have implemented a nationally validated project, the inschool Positive Alternatives to School Suspension (PASS), that focuses on preventive measures. Essential characteristics of inschool suspension programs that address needs of at-risk students are examined in chapter 2. Individualized course scheduling offers opportunities for achievement, and requirements for responsibility in problem-solving break the negative cycle in which at-risk students are caught. A clear understanding of expectations within a supportive environment makes return to regular classrooms more likely. Components of effective inschool suspension programs, including referral, student interviews, the role of counselors, and followup, are covered in chapter 3. These features are illustrated by the three programs described in chapter 1. Chapter 4 examines the conceptual framework used in implementing inschool programs. Because alternative programs must be developed from a school's needs, participation in planning should be broad-based. Copies of a disciplinary referral form and a list of in-school suspension rules, two pages of references, and a list of interviews are included. (CJH)

ED 282 320 EA 019 415

Dianda, Marcella R.
The Superintendent's Can-Do Guide to School Improvement: A Response to the National Reports on School Reform.
Council for Educational Development and Research, Washington, D.C.
PUB DATE- 84
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Curriculum Development; *Educational Change; *Educational Improvement; Elementary Secondary Education; Principals; *School Administration; *School Effectiveness; State Aid; *Superintendents; Teacher Effectiveness
IDENTIFIERS- *Central Office Administrators

This guide is designed for reform-jaded superintendents who, in spite of everything, still want to promote excellence in their schools. After a brief introductory chapter, chapter 2 reviews nine well-known national reports, most of which offer little help to superintendents. The guide recommends three books "High School: A Report on Secondary Education in America" (Ernest Boyer), "A Place Called School" (John Goodlad), "The Troubled Crusade: American Education 1945-1980" (Diane Ravitch); all provide educators with school improvement information and increased understanding of salient issues. Chapter 3 tackles four school reform myths, beginning with America as a "nation at risk" headed for a "high technology future." Equally erroneous are notions of state-financed education and "more is better." To further identify reform pitfalls, chapter 4 outlines school improvement traps such as the

effective school recipe, the computer cure-all, the time-on-task fallacy, and the "great principal" notion. The heart of school reform efforts is really the central office, as chapter 5 suggests. Instead of mandating reform, superintendents must learn how to facilitate it. Numerous improvement strategies concerned with managing school autonomy, staff development, curriculum building, and resource allocation are offered. The sixth chapter outlines strategies for enlistment of staff, use of community resources, and encouraging parent involvement, while the seventh chapter concentrates on curriculum, testing, and teacher effectiveness. The last chapter outlines tips to share with staff. Two appendices offer information about programs and hundreds of notes and additional reading suggestions. (MLH)

ED 282 346 EA 019 450

Nelson, Erik
School Consolidation. ERIC Digest, Number Thirteen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 4p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Consolidated Schools; Cost Effectiveness; Educational Economics; Elementary Secondary Education; Enrollment; School Community Relationship; *School District Reorganization; *School District Size; School Funds; *School Size; School Zoning
IDENTIFIERS- ERIC Digests

Because larger schools offer advantages such as a greater variety of activities, economic efficiency, and a sense of identity in the community, schools are often combined. Beyond these positive effects, however, school consolidation has some negative aspects. These liabilities include less human contact, less input from teachers in decision-making, and fewer opportunities for change. Moreover, when a school is the only source of community services, its closure has a devastating impact after consolidation. Thus, the welfare of the community should be considered before making the decision to consolidate. (RG)

ED 282 360 EC 192 447

Identification of Job Coach Competencies, Staff Roles and Agency Administrative Patterns. Summary Report from the Community-Based Supported Employment Symposium (St. Cloud, Minnesota, June 10-11, 1986).

Minnesota Association for Rehabilitation, Education, and Training.

PUB DATE- Nov 86
NOTE- 36p.; Additional financial support was provided by the Minnesota Association of Rehabilitation Facilities/McKnight Technical Assistance Program and the Minnesota Division of Rehabilitation Services.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Adults; Agencies; *Community Programs; Competence; Counselors; *Developmental Disabilities; *Employment Services; *Job Training; Occupational Information; Statewide Planning; *Vocational Rehabilitation
IDENTIFIERS- Competency Lists; *Job Coaches; Minnesota; *Supported Work Programs

A symposium on community-based supported employment for developmentally disabled adults in Minnesota was attended by agency direct service staff who provide job training, executive directors and administrators of agencies, and personnel who refer clients to agencies providing supported work and other types of community-based training and employment services. Participants identified 43 functions and competencies of "job coaches" (personnel involved in supported work and community-based training and employment). Small groups identified the types of knowledge and understanding job coaches need to perform the eight most important competencies: train clients on specific job skills; train clients in appropriate job behaviors; conduct task analysis of client job duties; modify work station or duties; communicate with client before initial placement about job expectations; conduct job analysis of specific skills required to perform work; involve on-site personnel in training and supervision; and monitor relationships among co-workers, employer, and employee. Participants discussed issues specific to their administrative, job coaching, and referral concerns. Appendices include: a mission statement from the Minnesota Association for Rehabilitation, Education, and Training; listings of the job coach functions, as prioritized by job coaches, administrators, and referring counselors; and further comments from participants regarding the future of community-based employment services in Minnesota. (CB)

ED 281 988 CE 047 058

Nash, Claire
Cut Costs! Not Corners! The Helping Hand Series.
Hotel and Catering Training Board, Wembley (England).
REPORT NO.- ISBN-0-7033-0106-3
PUB DATE- 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cost Effectiveness; *Costs; *Food Service; Foreign Countries; *Hospitality Occupations; *Hotels; Postsecondary Education; *Productivity; Service Occupations
IDENTIFIERS- *Cost Containment

This guide is intended to help employees in the hotel and catering industry to cut costs without cutting corners by showing more concern to cost containment measures and increasing personal productivity. The first three sections discuss the importance of the individual employee's behavior to overall cost containment in the workplace, and different types of corner cutting and their ultimate costs. The major portion of the booklet presents examples of ways to cut running costs without resorting to risky corner cutting or generating costs that are painful in human terms. The tips provided address cost cutting in the kitchen, office, storage areas, restaurant and bar, reception and foyer, and guest rooms and public areas. Tips are given for conserving energy; controlling quality, portion size, and food waste in the kitchen; using the correct utensils, equipment, and materials for the job; serving foods and beverages properly and cost-effectively; containing expenses involved in office work; curtailing customer and employee theft and dishonesty; and storing things properly. Concluding the guide are a summary and checklist. (MN)

ED 282 016 CE 047 109

Prickett, Charlotte
Accounting Curriculum.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Aug 85
NOTE- 163p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accountants; *Accounting; Articulation (Education); Behavioral Objectives; *Bookkeeping; Business Education; Business Skills; *Clerical Workers; *Competence; Competency Based Education; *Entry Workers; *Job Skills; Office Occupations Education; Postsecondary Education; Secondary Education; State Curriculum Guides; Vocational Education
IDENTIFIERS- Arizona

This curriculum guide describes the accounting curriculum in the following three areas: accounting clerk, bookkeeper, and nondegreed accountant. The competencies and tasks complement the Arizona validated listing in these areas. The guide lists 24 competencies for nondegreed accountants, 10 competencies for accounting clerks, and 11 competencies for bookkeepers. (These competencies are to be expected of entry workers.) For each competency, various tasks with their standard of performance, conditions for performance, source of the standard, and a performance guide are provided. A matrix of competencies is also included. These materials are intended to assist teachers in secondary and postsecondary vocational programs in developing a course of study, structuring learning sequences, determining standards of performance, and locating resources. (KC)

ED 282 045 CE 047 201

Idaho Electronics Technology Level One. Curriculum Standards.
Idaho State Dept. of Education, Boise. Div. of Vocational Education.
PUB DATE- 86
NOTE- 211p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Core Curriculum; *Electromechanical Technology; Electronic Control; *Electronic Technicians; Mathematics Skills; Postsecondary Education; State Curriculum Guides; *State Standards; *Statewide Planning; *Technical Education
IDENTIFIERS- *Idaho

The curriculum standards for Idaho postsecondary-level electronics technology programs contained in this guide are intended to facilitate the development of a coordinated statewide electronics program that would enable students to transfer from one school to another to specialize in a second- or third-year option not available in the first school. Competencies related to the following areas are described: applied mathematics, electronics theory, electronics laboratory, and electron control devices theory. Although the math competencies are included in a separate unit, science and technical writing competencies are integrated throughout the other units. (MN)

ED 282 085 CE 047 340

Howard, Walter R.
Industry-Specific Training Programs. An Overview. Information Series No. 314.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 36p.
CONTRACT- 400-84-0011
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (IN314--$4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - General (140)
DESCRIPTORS- Curriculum Development; Economic Development; Educational Needs; *Industrial Training; *Job Training; Labor Force Development; *Marketing; Material Development; *Program Design; *Program Development; Trade and Industrial Education

For those individuals wishing to know more about the topic, this publication provides an introduction to industry-specific training. The need for industry-specific training programs (ISTPs) is addressed. An overview follows of how to develop the capacity needed in state and local organizations to design and implement industry-specific programs. A section on marketing outlines some factors that training providers should consider in developing a marketing plan. The next section relates the elements of program design to ISTPs. It enumerates the characteristics of good programs and focuses on tailoring program design elements to ISTPs. Barriers to program development are also identified. A discussion of trends in industry-specific training concludes the paper. An annotated list of resources describes sources of further information about ISTPs. (YLB)

ED 282 099 CE 047 367

Taranto, Maria A.
Wisdom and Logic.

PUB DATE- May 87
NOTE- 8p.; Paper presented at the Annual Symposium of the Jean Piaget Society (17th, Philadelphia, PA, May 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Adult Education; Adults; Aging (Individuals); *Cognitive Development; Developmental Psychology; *Intelligence; *Logic; Older Adults
IDENTIFIERS- *Dialectical Reasoning; *Wisdom

This paper examines the relationship between wisdom and logic as found in adult reasoning. Material is from the current and growing literature in this area. The proposal that adult reasoning is dialectical and, therefore, beyond formal operations is scrutinized in light of popular definitions of wisdom, since wisdom is generally considered to be the most enviable and advanced form of human cognition. Furthermore, the question as to whether wisdom exceeds formal logic is analyzed in relation to the possible dialectical character of the content on which wisdom operates. (Author/YLB)

ED 282 115 CG 019 879

Franzoi, Stephen L.
Effects of Aerobic Exercise on Female Body Esteem: A Multidimensional Approach.
PUB DATE- Aug 86
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
AVAILABLE FROM- Dr. Stephen L. Franzoi, Department of Psychology, Marquette University, Milwaukee, WI 53233.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Aerobics; Attitude Change; *Body Image; *Body Weight; Exercise; *Females; *Physical Fitness; *Self Esteem
IDENTIFIERS- *Body Esteem Scale

Although research has shown that regularly engaging in vigorous activity has both physical and mental benefits, including a more positive evaluation of one's own body, the multidimensional nature of people's body attitudes has not been considered. The Body Esteem Scale (BES) was developed to identify and assess different body esteem dimensions. Three subscales for women measure sexual attractiveness, weight concerns, and physical condition. Adult females (n=24), ranging in age from 25 to 47 and enrolled in a 12-week aerobic exercise program, completed the Weight Concern and Physical Condition subscales of the BES at the beginning and end of the program. The results indicated that the women's attitudes toward their bodies became more positive on the physical condition dimension of body esteem but not on the weight concern dimension.

These results are consistent with previous research (Franzoi and Herzog, 1986) and demonstrate the importance of using multidimensional body esteem measures when investigating the effect that exercise has on body attitudes. (NB)

ED 282 172 CG 019 940

Whitner, Phillip A.; Myers, Randall C.
Academics and an Athlete: Related Issues.
PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Ability; Academic Achievement; *Athletes; *College Preparation; College Programs; *College Students; Higher Education; High Risk Students; *Institutional Cooperation; *Program Development; *Remedial Programs; Student Needs

The educational attainment of college athletes has become a major national concern. Universities often have student athletes who are marginally prepared. Because universities accept these marginally prepared student athletes, it seems reasonable that they should provide special services necessary to reduce academic deficiencies. Raising academic entrance standards to eliminate student athletes with academic deficiencies is no solution. An alternative is for universities to provide marginally prepared student athletes with special services. Documentation of special educational support programs for student athletes needs to appear in the literature. Without documentation, professionals have no models to use when developing their own programs or when implementing special program components. Issues related to each institution's educational support service and to each institution's own uniqueness need to be reported. Reports by professionals who work at institutions of varying size may lead to the development of a model that could serve as the foundation for most educational support programs for student athletes. (NB)

ED 282 333 EA 019 429

Richardson, William M.; Splaine, Pam
Discipline Monitoring System: A School Self-Study Project for Montgomery County Public Schools.
Montgomery County Board of Education, Rockville, Md.
PUB DATE- 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Database Management Systems; *Discipline; Microcomputers; *Recordkeeping; Secondary Education; *Student Characteristics; *Suspension; Teacher Characteristics
IDENTIFIERS- *Montgomery County Public Schools MD

The Discipline Monitoring System (DMS) is a computer-assisted model allowing individual secondary schools to analyze their disciplinary actions. The Montgomery County Public Schools (Maryland) adopted this model to manipulate the following data: who is suspended, who is referred, who makes referrals, characteristics of these persons, and events (including location) surrounding the disciplinary incident. The idea is to discover trends and patterns contributing to disciplinary problems. The model's database management system can be run on schools' administrative microcomputers. Users can enter data from existing school records and generate predefined reports. Source material originates from student referral and suspension forms. Once administrators generate reports, they can discuss findings with staff and seek areas of possible improvement. Administrators can also use the information to make year-to-year comparisons and identify possible new trends. They can also identify student and teacher profiles possibly associated with a disproportionate number of suspensions and incidents. To benefit from the DMS, schools must first examine their disciplinary definitions and procedures. Since the model permits schools to do decentralized self-study projects, central office responsibility is lightened. Such projects will become increasingly feasible as schools are provided with more sophisticated hardware and software. (MLH)

ED 282 003 CE 047 085

Jones, Neil; And Others
TAFE Curriculum Research: A Review of Group Process Methods.
Descriptive Bibliography.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-369-8
PUB DATE- 86
NOTE- 30p.; For related documents, see ED 275 870 and CE 047 084.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Curriculum Development; *Curriculum Research; *Data Analysis; *Data Collection; Developed Nations; Foreign Countries; Postsecondary Education; *Research Methodology; *Vocational Education
IDENTIFIERS- *Australia

This annotated bibliography lists publications of interest to curriculum researchers. It includes publications related to ways of speeding up the data collection and analysis phase of curriculum development as well as some publications relating to quantitative analysis methods. Papers, manuals, guides, workshop materials, learning modules, proceedings, and case studies are included. (YLB)

Labott, Susan M.; Martin, Randall B.

Finishing Unfinished Business: A Study of Reactions to the Vietnam Veterans' Memorial.

PUB DATE- Apr 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Emotional Experience; *Emotional Response; *Mental Health; *Psychological Characteristics; *Sex Differences; Social Influences; *War
IDENTIFIERS- *Vietnam Veterans Memorial

A situation in which an individual harbors intense, unexpressed feelings is referred to as "unfinished business." Several schools of psychotherapy suggest that an individual must find closure for important unfinished events in one's past in order to experience life fully. Because observations of the behavior of individuals at the Vietnam Veterans' Memorial (VVM) suggests that people visit the memorial to complete their unfinished business, the tendency of individuals to seek closure was evaluated at the VVM. Questionnaires designed to evaluate the emotional effects of a visit to the VVM and the healing expected to result from the visit were completed by 39 adult (22 female, 17 male) visitors to the VVM. The results revealed that the strongest emotion experienced was sadness, and that males reported more fear and guilt than did females. Males also spent more time at the VVM than did females. Most subjects described their visit as a healing experience. These results support the association between strong emotional reactions and healing, and suggest that individuals seek the experiences needed to finish unfinished business. (NB)

ED 282 198 CS 210 352

Examen en Vue du Diplome Douzieme Annee. Langue et Litterature 30. Partie B: Lecture (Choix Multiples). Livret de Textes (Examination for the Twelfth Grade Diploma, Language and Literature 30. Part B: Reading--Multiple Choice. Text Booklet).

Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 87
NOTE- 23p.; For related documents, see CS 210 351 and CS 210 353.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Canadian Literature; Foreign Countries; *French; *French Literature; Grade 12; *Graduation Requirements; High Schools; *Language Proficiency; Language Skills; Language Tests; Multiple Choice Tests; Test Items
IDENTIFIERS- Canada; *French (Canadian)

As part of an examination required by the Alberta (Canada) Department of Education in order for 12th grade students to receive a diploma in French, this booklet contains the reading selections portion of Part B, the language and literature component of the January 1987 tests. Representing the genres of poetry, short story, novel, and drama, the seven literature selections range from excerpts of works by French-Canadian authors (Gratien Gelinas) through classic French authors (Guy de Maupassant and Victor Hugo) to modern French writers (Albert Camus). Duration of the examination is 2 hours, and all instructions, text, and questions are in French. (A companion booklet holds the 80 multiple choice questions that complete Part B.) (NKA)

ED 282 213 CS 210 474

Riffe, Daniel; And Others
"Clones," Codes, and Conflicts of Interest in Cartooning: Cartoonists and Editors Look at Ethics.
PUB DATE- Aug 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cartoons; *Codes of Ethics; Comparative Analysis; *Conflict of Interest; Conflict Resolution; Creative Expression; Decision Making; Editorials; Editors; Journalism; Mass Media Effects; Media Research; *Newspapers; Popular Culture; Role Conflict
IDENTIFIERS- *Editorial Policy; *Political Cartoons

A study examined differences between political cartoonists and op-ed page editors on both traditional ethical issues (such as conflicts of interest) and the special, style-related concerns of editorial cartoonists. Hypotheses proposed were that editors and cartoonists (1) would condemn "cloning" or copying, reflecting an ethical principle transcending journalism or art; (2) would disagree on ethical concerns such as conflicts of interest, "freebies," or affording preferred status to prominent advertisers; and (3) would disagree on who should make publication decisions when ethical questions arise. Subjects, 117 editorial cartoonists and 93 editorial page editors, responded to a mailed questionnaire on editorial policy and demographics. Findings showed a measure of support for all three hypotheses. Both sample groups condemned "cloning" of styles or stealing of ideas, with artists more concerned about idea integrity than were editors. The two groups disagreed on the influence of superiors' pressure on such practice. Second, the groups disagreed on responses to several potential conflicts of interest, with editors seemingly advocating for cartoonists the noninvolvement ethic that guides journalists. Third, the samples disagreed on decision making, with cartoonists endorsing joint decision making when ethical questions arise, and editors preferring editor autonomy. Results suggest that at least some of the cartoonists' responses to particular items may be due more to some type of underlying principle unique to cartoonists than to the influence of such factors in ethical socialization as age and religion. However, several item responses were related to demographic traits that cut across the editor-cartoonist distinction. (Tables of data are included.) (NKA)

ED 282 266 CS 505 612

Prusank, Diane T.; Comadena, Mark E.

Communication Apprehension and Academic Achievement among Elementary School Students.

PUB DATE- May 87
NOTE- 18p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Classroom Communication; Classroom Environment; *Communication Apprehension; Communication Research; Elementary Education; *Sex Differences; Student Attitudes; *Student Participation; Verbal Communication

A study examined the relationship between communication apprehension (CA) and academic achievement among elementary school students and whether that relationship was different for males and females. Subjects were 144 (74 females, 70 males) students enrolled in grades 2-5 at a laboratory school on the campus of a midwestern university. Academic achievement was measured by the Iowa Test of Basic Skills, and scores for the test composite and the vocabulary, reading, language, work skills, and mathematics subtests were analyzed. The Measure of Elementary Communication Apprehension (MECA) was used to assess subjects' fears about communication in the elementary school environment. Students' CA and achievement test scores were correlated, and relationships between CA and achievement for males and females were compared. Results indicated that CA and academic achievement were significantly and negatively related (high CA was associated with low academic achievement). All correlations between CA and achievement for females were very low, while those for males were significant, especially in language achievement. This suggested that a language skills deficit may be contributing to CA in these students. The results also suggest that teachers must learn to identify high CA children in their classrooms and adopt strategies and techniques that encourage and reward them for participating in class. (AEW)

ED 282 293 EA 019 332

Jones, Thomas N.; Baldwin, Grover H.
Legal and Managerial Aspects of Collective Negotiations.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 34p.; Chapter 12 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Role; Arbitration; *Collective Bargaining; Compensation (Remuneration); Conflict Resolution; Elementary Secondary Education; *Government Employees; Grievance Procedures; Higher Education; *Labor Legislation; Labor Relations; Negotiation Impasses; School Administration; School Business Officials; *School Districts; School Personnel; Scope of Bargaining

This chapter of "Principles of School Business Management" looks at the law affecting collective bargaining by public employees (with particular emphasis on the schools), reviews the methods used to resolve disputes before and after agreements are signed, and considers the responses that management can make to issues raised during negotiation. The chapter first examines constitutional issues affecting government agencies as employers, the employer's duty to bargain, the role of the public labor relations board, legislative approval of agreements, and the distinction between "meeting and conferring" and true collective bargaining. Appropriate bargaining units at different educational levels and appropriate subjects for bargaining are considered next. The chapter then discusses breakdowns in the negotiation process and possible methods for resolving impasses, including mediation, fact-finding, arbitration, and other solutions. The resolution of disputes over employee grievances or management's rights is covered next. The chapter then turns to the management of collective bargaining from the district's perspective. Among the topics considered are the role of the school business administrator, changes in the negotiating environment, analysis of the long- and short-term costs and benefits of employee compensation packages, factors in salary administration, the costs of fringe benefits, and negotiation impasse resolution. Eighty-two footnotes are provided. (PGD)

ED 281 989 CE 047 059

Nash, Claire
At Their Service. Making Life Happier for Customers and Staff. The Helping Hand Series.
Hotel and Catering Training Board, Wembley (England).
REPORT NO.- ISBN-0-7033-0091-1
PUB DATE- 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Foreign Countries; *Hospitality Occupations; *Hotels; Human Relations; *Hygiene; *Interpersonal Competence; Postsecondary Education; *Public Relations
IDENTIFIERS- *Customer Services

This guide is intended to help persons employed in the hotel and catering industry to improve their customer relations skills. The following topics are discussed: the importance of customers and good customer relations in the hospitality industry; what customers want; what employees in hospitality occupations can give customers; and importance of seeing things from the customer's point of view; the importance of first impressions--appearance, posture, and expression; greetings and offers of help; ways of finding out what customers want; the importance of making the effort to offer more than is requested; strategies for dealing with difficult and happy customers; the importance of knowing the answers to questions commonly asked by customers; the importance of getting things right; ways of dealing with snags and hitches; techniques for recognizing when customers are dissatisfied; and procedures for coping with customers' complaints. (MN)

ED 282 046 CE 047 203

Gregory, Margaret P., Ed.; Daniel, Wanda, Ed.
Business Education for a Changing World. National Business Education Yearbook, No. 25.
National Business Education Association, Reston, Va.
REPORT NO.- ISBN-0-933964-24-2
PUB DATE- 87
NOTE- 173p.
AVAILABLE FROM- National Business Education Association, 1914 Association Drive, Reston, VA 22091 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basic Skills; *Business Education; *Business Education Teachers; Career Change; *Computer Assisted Instruction; Courseware; *Curriculum Development; Demography; Economics Education; Educational Change; Elementary Secondary Education; *Fused Curriculum; Futures (of Society); Human Relations; Linking Agents; Postsecondary Education; *School Business Relationship; Special Programs; Teaching Methods; Two Year Colleges

The following papers are included in this yearbook: "Projections and Implications of Social, Economic, and Demographic Changes for Business Education" (Daggett, Branigan); "Preparing Students for Career Changes" (Wells); "Human Relations Skills for the Changing Office" (Harvey); "Integrating Business Education Technology into the Elementary Curriculum" (Milkes); "Integrating Technological Changes into the Middle/Secondary Curriculum" (Fisher); "Integrating Technological Changes into the Two-Year College Curriculum" (Friedheim); "Integrating Technological Changes into the Four-Year College Curriculum" (Clayton, Park); "Teaching Computer Technology for Professional Personal Use" (Barber, Thompson); "Using Technology to Serve Special Needs Students" (Wood); "Selecting and Utilizing Hardware and Software for the Classroom" (Lambrecht); "Economic Awareness for a Changing World" (Manzer); "Linkage of Business and Industry with Education for Business" (O'Neil); "Reinforcing the Basics through Business Education" (Stone, Poole); "Enhancing the Image of Business Teachers" (Scott); and "Implications of Change for Effective Teaching" (Kaliski). (MN)

ED 282 072 CE 047 324

Harvey, Dexter; Cap, Orest
Elderly Service Workers' Training Project. Block B: Cultural Gerontology. Module B.1.1: Communication and Adjustment.
Manitoba Univ., Winnipeg. Faculty of Education.

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 87
NOTE- 49p.; For related documents, see ED 273 809-819 and CE 047 321-333.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adjustment (to Environment); Aging (Individuals); Client Characteristics (Human Services); *Counselor Training; *Cross Cultural Training; Cultural Background; Cultural Context; Cultural Education; Ethnic Groups; Foreign Countries; *Gerontology; Human Services; *Interpersonal Communication; Interpersonal Competence; Learning Modules; Older Adults; Postsecondary Education; Ukrainian
IDENTIFIERS- *Manitoba; *Ukrainian Canadians

This learning module, which is part of a three-block series intended to help human service workers develop the skills necessary to solve the problems encountered in their daily contact with elderly clients of different cultural backgrounds, deals with communication and adjustment from the standpoint of Ukrainian culture. The first two sections present background information on the Ukraine, migration from the Soviet Union to Canada, and the general objectives of this module. Discussed in the next two sections are verbal communication practices (language barriers, self-expression, and possible constraints) and nonverbal communication patterns. A section on adjustment to life events examines the following topics: family, religious conviction, personal possessions, disability of other family members, sexual disability, marriage and remarriage, addition of a new family member, family get-togethers, friends, change in eating patterns, recreational activities, and personal finances. Psychological reactions to selected life events are described in the next section. The final section deals with ways in which human services workers can facilitate life adjustment among Ukrainian Canadians. Lists of selected readings and related films are appended. (MN)

ED 282 086 CE 047 341

Hamilton, Stephen F.; Fenzel, L. Mickey

The Effect of Volunteer Experience on Early Adolescents' Social Development.

PUB DATE- 24 Apr 87

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; Career Education; Community Services; Day Care; *Experiential Learning; *Social Development; Student Attitudes; *Student Volunteers; Volunteers; *Youth Programs

IDENTIFIERS- *4 H Programs

A study explored the effects of participation in two kinds of volunteer activities--community service and child care--on adolescents' attitudes toward social and personal responsibility skill development and knowledge acquisition. It was part of an evaluation of the New York State 4-H Youth Volunteers Program. Written questionnaires, interviews with 73 participants, and testimony from 11 adult supervisors were used to document such effects. Results showed that girls and community service project participants gained more positive attitudes than did boys or child care volunteers. Ninety percent of the participants indicated the likelihood of continued volunteer work; nearly all volunteers reported gains in skills and knowledge. Adults involved in the program saw adolescents becoming more confident of their abilities, learning to make decisions and work with children, and gaining in other ways that varied according to participants' individual needs and experiences. (YLB)

ED 282 100 CE 047 368

McCall, Robert B.; Evahn, Cynthia

The Adult Educational and Occupational Status of Chronic High School Underachievers. Preliminary Summary Report.
SPONS. AGENCY- Boys Town, Neb.; Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 24, 1987).
GRANT- 85-1048-85
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Attainment; *Employment Level; Family Influence; Graduate Surveys; *High School Graduates; High Schools; *High School Students; *Outcomes of Education; *Underachievement

Underachievers (N = 649) were defined to be those in a sample of 6,729 high school students whose grades were in the lowest 15 percent relative to what one would predict on the basis of standardized tests of mental performance. They were compared on demographic and personal-social variables during high school and educational and occupational attainment 13 years after high school with students who had the same mental ability but appropriate grades and with students who had the same grades but appropriate mental ability. During high school, underachievers as a group were essentially identical to students who got the same grades, not to those who had the same mental ability, with respect to a variety of demographic and personal-social factors. Similarly, in the 13 years following high school, underachievers pursued further schooling and took jobs consistent with their grades, not with their abilities. In fact, underachievers had a substantially lower likelihood of completing four years of college and a greater likelihood of divorce than did non-underachieving students matched either for grades or ability. Some underachievers ultimately did catch up to their abilities--those who, as high school students, had high educational and occupational expectancies, who had high self-esteem and perceived competence, who participated in activities (especially females), and whose parents were well educated. But not all such underachievers caught up. For example, serious underachievers of medium and high mental ability did not catch up. They attained very little relative to other groups. Students from less educated families were less likely to achieve levels commensurate with their ability than students from better educated families. (Author/KC)

ED 282 158 CG 019 926

Bohart, Arthur C.
The Experiential as a Unifying Construct in Psychotherapy.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; Behavior Theories; *Change Strategies; Clinical Psychology; Cognitive Restructuring; *Experiential Learning; *Learning Theories; Personality Theories; *Psychotherapy; *Sensory Experience

Although the importance of an experiential component in differing approaches to psychotherapy has been acknowledged, confusion over the concepts of "experience" and "emotion" has resulted in a focus on emotion rather than experience. The fundamental change event in psychotherapy is a kind of experiential learning or reorganization, and while theoretical knowing is abstract and intellectual, experiential knowledge is stored in sensorimotor schemas and includes visual images, auditory images, kinesthetic sensations, and bodily and visceral events. Behavior in everyday life situations is largely a matter of experiential knowledge. Experiential reorganizations can occur at the experiential/perceptual level and when they do, one "knows how" to do something. This kind of learning takes place in therapy. A conceptual understanding alone is not likely to guide behavior; conceptual understanding must make a change at the experiential level. There are various ways to create experiential learning in psychotherapy. It can be hypothesized that cognitive, affective, and behavioral methods all work therapeutically to the extent that they facilitate experiential learning and experiential reorganization. Experiential knowledge may represent a tacit level of knowing, with conscious, verbally articulated cognition being based on and derived from representations already tacitly encoded at the experiential level. This view supports the opinion that therapy operates on "the unconscious." (NB)

ED 282 173 CS 008 685

Otte, Jeraldine K.; And Others
Riddles as Facilitators of Inferred Responses.
PUB DATE- Dec 86
NOTE- 10p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 2; Grade 3; Inferences; Oral Reading; Primary Education; *Reader Response; *Reading Comprehension; *Reading Games; Reading Improvement; Reading Processes; Reading Research; *Reading Strategies; *Skill Development
IDENTIFIERS- *Riddles; Thinking Skills

A study investigated the use of riddles beginning with How, When, and Why to see which question type was easier for low-achieving students to answer correctly, and to see if practice could increase the number of correct answers chosen. For comparison purposes, scores were also collected for an average-achieving group without practice, to see if practice could decrease the difference between low and normal achievers. Subjects for the practice group were 48 second and third graders at an inner-city school who were enrolled in a pull-out reading program for students reading below grade level. Subjects for the comparison group were 42 children in the same grades at the same school reading at grade level. Forty-eight riddles (16 of each type) were used. The riddles were read by the examiner to the practice group who would have had difficulty reading them alone. Comparison of pretest and posttest results indicate that How riddles were the easiest to answer for both groups, and When riddles were easier for both groups to answer correctly than Why riddles. The low achievers' response to the riddles was very positive, and the fact that this practice group performed as well as they did suggests that riddles may be a useful tool in refining language concepts in reading. (Tables of data and references are appended.) (NKA)

ED 282 186 CS 008 825

Roehler, Laura R.; And Others
The Effect of Direct Explanation of Reading Strategies on Low-Group Third Graders' Awareness and Achievement: A Technical Report of the 1984-85 Study. Research Series No. 181.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 87
NOTE- 107p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($9.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aptitude; Cognitive Processes; Grade 3; Inservice Teacher Education; Low Achievement; *Metacognition; Primary Education; *Reading Ability; *Reading Achievement; Reading Difficulties; Reading Improvement; Reading Instruction; Reading Research; Reading Skills; *Reading Strategies; Teacher Behavior; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Direct Instruction

Twenty third-grade teachers and their low ability reading group students participated in a naturalistic study to test how teachers' explanations during a year of reading instruction affected either metacognitive awareness or student use of strategies while reading. The 10 teachers in the treatment group were trained to be explicit when teaching low ability groups to use reading skills as strategies; the remaining 10 served as a control group. The first group was observed 12 times and the second was observed 6 times. The first hypothesis was that treatment teachers would provide more explicit explanations about how to use reading skills as strategies than the control teachers. The second hypothesis was that the low-group students of the treatment teachers would demonstrate more awareness of lesson content and of the need to be strategic when reading and greater reading achievement gains. Statistically significant results confirmed the hypotheses regarding explanation, awareness, and achievement; teachers were able to become more explicit in explaining reading skills strategies; students did respond to the explanations; and the explanations led to better achievement test scores. These findings indicate that explanation is important because it makes students more consciously aware of the content of their lessons. Also important are the possible linkages between explicit explanations, student cognitive processing of instructional information, and achievement. (References and eight appendixes providing the rating criteria and other measures used in the study are included.) (SKC)

ED 282 227 CS 210 516

Dyson, Anne Haas
Unintentional Helping in the Primary Grades: Writing in the Children's World. Technical Report No. 2.
California Univ., Berkeley. Center for the Study of Writing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CSW-TR-2
PUB DATE- May 87
NOTE- 33p.; Partial funding also provided by a seed grant from the Spencer Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Patterns; Child Development; *Child Language; *Classroom Environment; *Cognitive Development; Developmental Stages; Grade 1; Kindergarten; Kindergarten Children; Learning Processes; Peer Relationship; Primary Education; Social Environment; *Social Influences; Student Attitudes; *Student Behavior; Writing Readiness; *Written Language
IDENTIFIERS- Emergent Literacy

Focusing on children's developmental use of written language in kindergarten and first grade, this report looks at connections between the social and academic dimensions of classroom life. The first section examines literacy as an aspect of growing up and becoming a member of society. By highlighting the social and academic divisiveness schooling may promote, this section provides a backdrop for looking into a classroom in which social and academic concerns are interwoven. The second and largest section of the report focuses on one class that was observed from kindergarten through first grade. After delineating the age, gender, and ethnicity of the focal children, the report describes the activities in which they engaged and presents excerpts of children's conversations. The behavior displayed by the children both as a group and individually is also discussed. The third section clarifies and qualifies the concept of unintentional helping, that is, how children's socializing can improve their writing skills, discussing the power of children's social lives and balancing this discussion with a consideration of their need for sensitive, guiding teachers. The concluding section reviews the potentially positive power of the children's social world to support written language growth and stresses several ideas that explicitly are not being suggested by the report, e.g., that children should be "turned loose" or that their work should not be evaluated. (JD)

ED 282 253 CS 210 566

Lamb, Chris

Suppression in the Muckraking Era: The Pennsylvania Anti-Cartoon Law of 1903.

PUB DATE- Aug 87

NOTE- 47p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cartoons; Freedom of Speech; *Mass Media Effects; *Newspapers; *Political Attitudes; Political Power; Press Opinion; *State Legislation

IDENTIFIERS- Journalism History; Libel; *Muckraking; *Political Cartoons

Based on the criticism made by the Philadelphia newspaper "North American," this paper examines the passage of the anti-cartoon bill by the Pennsylvania legislature in 1903. The paper notes that the law served not to silence political criticism but to motivate vehement attacks by newspapers throughout the country on the law, on Samuel Pennypacker--the governor who passed it--and on Matthew Quay, his political backer. It also discusses why the legislation was seriously considered at all, when the Pennsylvania Constitution, common law, and the First Amendment already provided protection against libel. The paper emphasizes that the libel law was passed during the muckraking era in American journalism, which coincided with the unprecedented rise in the number and power of cartoonists in daily newspapers. Pennypacker himself is shown to have been the target of an inexorable campaign of cartoons in the "North American" the year prior to the legislation. The paper chronicles and analyzes the attacks made by the "North American" cartoonists on Pennypacker and Quay from May 1902--when the first cartoon appeared calling Pennypacker a tool of the Quay machine--until May 1903--when the bill was signed into law. In addition, speeches by Pennypacker that referred to the measure are examined, as is the bill as it was written, amended, and approved by the Pennsylvania legislature. Fifteen of the most controversial cartoons are included, as are extensive endnotes. (JD)

ED 282 307 EA 019 375

Graczyk, Sandra L.
A Comprehensive Model for the Design of Micro and Mini Computer Systems in School Districts.
PUB DATE- 21 Feb 87
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Computer Oriented Programs; *Computer Uses in Education; Criteria; Design Requirements; Elementary Secondary Education; Futures (of Society); Input Output Analysis; *Microcomputers; *Minicomputers; Models; Program Implementation; Purchasing; School Districts; *Systems Approach

Based on a doctoral dissertation that involved a study of the nation's 100 most successful school computer systems, this report summarizes the study's purpose, scope, methodology, resultant model, general observations, and future implications. The model is divided into two major sections: (1) strategic planning activities, focusing on computer system inputs; and (2) tactical planning activities, discussing computer system processes, outputs, and feedback. Questionnaires were submitted to 75 school districts nominated for their outstanding administrative computer systems and 50 districts nominated for their outstanding instructional computer systems. Responses from 100 (80 percent) of the school districts cited useful concepts and practices. Telephone interviews with 24 survey respondents augmented the questionnaire data. Focused on the design of microcomputer and minicomputer systems, the model guides the design of inhouse computer systems for both administrative and instructional applications. Step-by-step procedures outline the key concepts of the study: that planning is a central element of the computer design process at all stages, and that user involvement should be pervasive through the planning, implementation, and growth of the computer system. (MLF)

ED 282 334 EA 019 431

Surratt, James E.
Passing a Bond Issue.
PUB DATE- 23 Feb 87
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bond Issues; Educational Finance; Elementary Secondary Education; Enrollment Trends; Financial Support; Fund Raising; *Needs Assessment; *Parent Participation; *Public Relations; *School Business Relationship; *School Community Relationship; Volunteers
IDENTIFIERS- *Volusia County Schools FL

Like many other Central Florida districts, Volusia County School District is growing rapidly, increasing by 1,500 to 2,000 students (and 60 new classrooms) per year. The area has a solid senior citizen voting block and a state tax structure based on very low property taxes, a 5 percent sales tax, and no income tax. Since state monies for new construction are limited, the school board decided to press for a $112 million bond issue. The campaign involved the following strategies: (1) demonstrating that good schools and quality education contribute heavily to a community's well-being and economic development; (2) targeting the "yes" vote; (3) promising not to raise school construction taxes over the next five years; and (4) promising to air-condition every school in the district. The decision to introduce a bond issue only five years after passing a $60 million bond election was based on documented need, a positive attitude survey, and faith in support from the business community. The campaign began with formation of a citizens' committee of business leaders and volunteers to do fundraising, contribute monies, and promote the bond program. A committee of Parent Teacher Association leaders and school advisory members was created to bring the campaign to the school level. Other campaign aspects are briefly summarized. The Volusia bond issue passed by a four-to-one margin. (MLH)

ED 282 347   EA 019 451

Nelson, Erik
Dropout Prevention. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Fourteen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 4p.

CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Persistence; *Dropout Prevention; Dropout Rate *Dropout Research; *Dropouts; High Schools; Program Descriptions; Rehabilitation; *School Holding Power; *Student Attrition; *Withdrawal (Education)
IDENTIFIERS- ERIC Digests; Experimental Program for Orientation CO

High school dropouts are usually academic underachievers who adjus to social environments with difficulty. When they leave school, they develop even greater behavior problems and have more trouble getting employment than do high school graduates. To prevent dropouts, schools try to find funds for dropout prevention programs, work with agencies and organizations to guide teachers and students, and prepare dropout research. The Experimental Program for Orientation (EXPO) of Colorado achieved success by recognizing and working with eighth-grade students who were potential dropouts. This accomplishment is evidenced by increased grade point averages and only one dropout. (RG)

ED 282 004 CE 047 086

Parkinson, Kevin J.; And Others
Cross-Sectoral Transfer from TAFE to Higher Education.
TAFE National Centre for Research and Development, Payneham (Australia).
SPONS. AGENCY- Australian Tertiary Education Commission, Canberra.
REPORT NO.- ISBN-0-86397-002-8
PUB DATE- 86
NOTE- 279p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Admission Criteria; *Adult Education; *Articulation (Education); Change Strategies; College Credits; Educational Policy; Foreign Countries; *Higher Education; Policy Formation; *Transfer Policy; *Transfer Students
IDENTIFIERS- *Australia

Seventy-five Australian higher education institutions were surveyed to determine their policies and practices with regard to students with Technical and Further Education (TAFE) qualifications who might apply for transfer from TAFE to higher education. Forty-four of the 49 questionnaires returned were considered usable. It was found that many higher education institutions were more prepared to grant admission to selected courses to qualified TAFE students if the qualifications were in a course analogous to that which the students wished to study at the higher education level. While the practice of granting credit was said to be possible, it was not at all common. The two principal difficulties with transfer reported were (1) a lack of consistent and public policy on transfer to higher education institutions and the subsequent difficulty for TAFE-qualified students to make qualified judgments about the standing of their qualifications and (2) a shortage of real information on the success of TAFE-qualified students who have transferred to higher education. (Appendixes include a description of the Education Counselling and Credit Transfer Information Service; the project questionnaires; a description of a feasibility study on the establishment of counseling and credit transfer information services; and information on the TAFE transfer policies of the South Australian Institute of Technology, the South Australian College of Advanced Education, and Mitchell College of Advanced Education.) (MN)

ED 282 017 CE 047 110

Richmond, Jim; And Others

Home Maintenance Manual.

Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Navajo and Hopi Indian Relocation Commission, Flagstaff, AZ.
PUB DATE- Nov 86
NOTE- 185p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; American Indians; Cleaning; Equipment; Hand Tools; Homemaking Skills; *Home Management; *Homeowners; *Housing; *Maintenance; Postsecondary Education; Preservation; *Repair

This manual, written especially for the Navajo and Hopi Indian Relocation Commission, is a simply worded, step-by-step guide to home maintenance for new homeowners. It can be used for self-study or it can serve as instructional material for a training class on home ownership. The manual is organized in nine sections that cover the following topics: basic information (owner's manuals, warranties, services, tools, and fire safety), electrical repairs, gas repairs, woodstove repairs, appliance repairs, plumbing, exterior maintenance, interior maintenance, and doors and windows. In each section, various simple repairs are shown in a step-by-step sequence, illustrated by line drawings. Distinction is made between the types of simple repairs that can usually be done by homeowners and those that require a professional service person. A glossary of terms completes the manual. (KC)

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ED 282 032　　　　　　　　　　　　CE 047 175

Saxena, J. C., Ed.; Sachdeva, J. L., Ed.
Role of Adult Education and Mass Media for Civic Education. Report of the Asian Pacific Seminar (New Delhi, India, September 10-14, 1985).
Indian Adult Education Association, New Delhi.
PUB DATE- 86
NOTE- 198p.
AVAILABLE FROM- Indian Adult Education Association, 17B Indraprastha Estate, New Delhi 110 001, India ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Citizen Role; *Citizenship Education; Citizenship Responsibility; *Civics; Developing Nations; Females; Foreign Countries; Labor Force Development; *Mass Media; *Role of Education
IDENTIFIERS- *Asia Pacific Region

This publication contains six presentations from a seminar that stressed that the problem of adult education should be viewed from the angle of human resource development and all necessary interdepartmental linkages should be developed. The keynote address, "Major Challenges and Prospects of Adult Education for the Year 2000" (T. M. Sakya), is followed by a list of seminar conclusions and recommendations. The six presentations are "Adult Education for the Year 2000: Challenges and Prospects" (S. C. Dutta); "Adult Education for the Year 2000: Challenges and Prospects" (Sunthorn Sunanchai); "Role of Adult Education for Promoting Civic Rights and Responsibilities" (Satyen Maitra); "Role of Mass Media in Adult and Civic Education: Some Observations" (J. S. Yadava); "Electronic Media for Adult Education" (B. B. Mohanty); and "Role of Mass Media for Adult Education in India: A Status Paper" (S. K. Tuteja). Seven group reports focus on these themes: adult education as a strategy for civic education, civic education for women, civil rights and responsibilities of people in the Asian and Pacific Region, obstacles to exercising civic rights and responsibilities, and problems in creating social awareness among the poor and disadvantaged. Country reports discuss the rights and responsibilities of citizens provided for in the constitutions of these countries: Bangladesh, Bhutan, China, India, Nepal, and the Philippines. Appended material includes the seminar programme and lists of participants, guest speakers, and committee members. (YLB)

ED 282 059 CE 047 271

Kobylarz, Joseph D.; Olender, Francis B.
New Jersey Industrial Arts Education Safety Guide.
Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
REPORT NO.- 1A-1025
PUB DATE- Apr 83
NOTE- 237p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Check Lists; Course Content; *Industrial Arts; Injuries; *Laboratory Safety; *Safety Education; Safety Equipment; *School Safety; Secondary Education; State Curriculum Guides; State Programs; Statewide Planning; Test Items; Vocational Education
IDENTIFIERS- *New Jersey

This guide was developed to assist the teacher in planning, implementing, revising, or improving safety instruction in industrial arts classes in New Jersey, and has as its theme, "Safety Is Everyone's Responsibility." The guide is organized in seven major sections. The first section explains the purpose of the guide, outlines the contents of a vocational education safety program, and lists the objectives of an industrial arts safety education program. The second section allocates the responsibilities for industrial arts safety among educators, administrators, staff, parents, and students. Emergency procedures are the topic of the third section; first aid, substitute teachers, and school accident reporting are discussed. The fourth section spells out general industrial arts safety education policy, including teacher ethics, avoiding liability, avoiding negligence, use of school equipment, parent awareness, safety inspections, and safety education aids. The fifth section lists safety standards for facilities, color coding, signs, floor areas, floor materials, class size and shape, illumination, ventilation, material handling and storage, fire and electrical safety, laboratory maintenance, hearing and noise exposure, and personal protective equipment. In the sixth section, safety instruction techniques are suggested including rules for hand tools, power equipment, and specific laboratory safety rules. The final section consists of equipment instruction sheets and evaluations, illustrated with line drawings. A bibliography is included. A copy of all pertinent New Jersey safety legislation appears in the appendices, including copies of the accident reporting form, recommended facility capacities, industrial arts education safety test and school safety inspection checklist, and an end-of-year checkout checklist. (KC)

ED 282 116 CG 019 880

Zeidler, Anita L.; And Others

Adult Children's Perception of Parent-Child Relations: Implications for Families as Educators.

PUB DATE- Apr 87

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (71st, Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Childhood Needs; College Students; *Family Life; Fathers; Higher Education; *Life Satisfaction; Mothers; *Need Gratification; *Parent Child Relationship; Parent Role; *Psychological Needs; *Student Attitudes

IDENTIFIERS- *Adult Children

Although the influence of patterns of childrearing and parent-child relationships may be long-lived and far-reaching, it is not clear that parents and children have a similar understanding for judgment about parental behavior. An exploratory investigation was conducted to examine the degree and type of dissatisfaction with parental nurturing present in a normal achieving population. Graduate and undergraduate students at a midwestern urban university (N=197) answered questions describing their perceptions of their parents' childrearing behaviors and how they would have liked to have changed their family when they were growing up. Subjects rated their parents on a five-point scale on 16 questions representing the two critical dimensions in parenting patterns of caring--hostility/neglect and autonomy--domination/manipulation. The results revealed that 80% of respondents had some dissatisfaction with their families when they were growing up. Forty-one percent reported feeling that their emotional needs were unfilled. In comparing retrospective parent behavior scores given by subjects to their mothers and fathers, the dissatisfaction was reflected in father scores more than in mother scores. Dissatisfied subjects gave their parents lower scores in nurturing behavior and in encouraging child autonomy than did satisfied subjects. These findings have implications for educators who develop parent-participation programs. (NB)

ED 282 130 CG 019 895

Sailor, Perry
1985-86 Dropout Final Technical Report: Fall 1986. Research and Evaluation.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-85-70A
PUB DATE- 30 Oct 86
NOTE- 86p.; Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Dropout Rate; *Dropouts; Educational Trends; *High Schools; *Junior High Schools; Longitudinal Studies; *Trend Analysis
IDENTIFIERS- *Austin Independent School District TX; *Texas (Austin)

This report from Texas' Austin Independent School District (AISD) contains an executive summary and a final report on the district's dropout situation at the junior and senior high school levels for the 1985-1986 school year. The current status of the high school populations of 1983-1984 and 1984-1985 is also reported. The introduction notes that a system for documenting and reporting the number of high school students who withdraw from AISD each year before graduating was initiated during the 1983-1984 school year, that junior high school students were added to the system in 1984-1985, and that a longitudinal computer file was created in 1986 which allows tracking of a student's status for 10 years beginning in the seventh grade. A general description of the classification scheme is provided. Several major findings are discussed: (1) the annual high school dropout rate for 1985-1986 was 10.7%; (2) compared to 1984-1985 rates, 1985-1986 rates were lower for Blacks, Hispanics, and Whites; (3) the annual dropout rate decreased at 10th and 11th grades, but increased at 9th and 12th grades; (4) of 1983-1984 ninth graders, 27.4% had dropped out of school by July 1986; (5) non-graduating seniors represent an extremely high-risk group of potential dropouts; and (6) the annual 1985-1986 junior high school dropout rate was 5.1%, an increase of 1.3 percentage points from 1984-1985. Numerous data tables and figures are included. (NB)

ED 282 199 CS 210 353

Examen en Vue du Diplome Douzieme Annee. Langue et Litterature 30. Partie B: Lecture (Choix Multiples). Livret de Questions (Examination for the Twelfth Grade Diploma, Language and Literature 30. Part B: Reading--Multiple Choice. Questions Booklet).

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 87
NOTE- 23p.; For related documents, see CS 210 351-352.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Canadian Literature; Foreign Countries; *French; *French Literature; Grade 12; *Graduation Requirements; High Schools; Language Proficiency; Language Skills; *Language Tests; Multiple Choice Tests; *Test Items
IDENTIFIERS- Canada; *French (Canadian)

As part of an examination required by the Alberta (Canada) Department of Education in order for 12th grade students to receive a diploma in French, this booklet contains the 80 multiple choice questions portion of Part B, the language and literature component of the January 1987 tests. Representing the genres of poetry, short story, the novel, and drama, the questions deal with the seven literature selections ranging from excerpts of works by French Canadian authors (Gratien Gelinas) through classic French writers (Guy de Maupassant and Victor Hugo) to modern French authors (Albert Camus). Duration of the examination is 2 hours, and all instructions, text, and questions are in French. (A companion booklet holds the texts that complete Part B.) (NKA)

ED 282 240 CS 210 542

Lule, Jack
Myth, Method and International News.
PUB DATE- Aug 87
NOTE- 49p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987). Winner of the James W. Marlcham Award.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Research; Cultural Context; International Studies; *Mass Media Effects; Media Research; Metaphors; *Mythology; News Media; News Reporting; *News Writing; Reader Response; Reader Text Relationship; Research Methodology
IDENTIFIERS- *Hermeneutics; *International News; Ricoeur (Paul); Text Factors; Text Structure

Defining myth as a cultural narrative in symbolic form that articulates a world view and offers consensus with that view, this paper uses a brief "New York Times" report on the Soviet shooting down of South Korean airline flight 007 as the basis for comparison of international news and myth. Following a review of the literature on myth and news, the paper discusses a method--hermeneutics--adapted from the field of myth analysis, for the study of international news as myth. Specifically, the paper suggests an adaptation of the hermeneutic system of Paul Ricoeur as the most appropriate method for an examination in detail of the structure and content of the news report in question and its relation to myth, proceeding from structural analysis to metaphoric signification, to construction of the world text (which for Ricoeur means "world view"), and finally to appropriation--the individual reader's possible understanding of self as derived from the text. The paper also considers some limitations of the hermeneutic approach, such as the microscopic nature of the study and the fact that analyses do not lead easily to predictions of future results, as in empirical research. The paper also explores the conceptual implications of news as myth, advocating that news might be studied not only as a report of events--in this case the shooting down of an airliner--but as a symbolic form of culture. A four-page reference list is appended. (NKA)

ED 282 361   EC 192 448

Fish, John
Young People with Handicaps: The Road to Adulthood.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- ISBN-92-64-12903-0
PUB DATE- 86
NOTE- 68p.
AVAILABLE FROM- OECD Publications and Information Center, Suite 1207, 1705 Pennsylvania Ave., N.W., Washington, DC 20006-4582 ($13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Comparative Education; *Disabilities; Educational Needs; *Education Work Relationship; Employment Level; Foreign Countries; Leisure Time; Secondary Education; Transitional Programs; Young Adults
IDENTIFIERS- *Organisation for Economic Cooperation Development

The report on the transition of handicapped youth to adult and working life in member nations of the Organisation for Economic Cooperation and Development has four parts: the first states the aim of the study, its scope, and the activities undertaken; the second outlines the major issues which emerged; the third describes innovations and interesting practices identified for the three stages of transition (final years of schooling, continued education and training, and early adult and working life); the final part presents a unified concept of transition and recommendations. Project activities included defining terms, country consultations, meetings of experts, seminars, preparation of national reports and position papers, and identification of innovative developments. Issues identified by the project were grouped into four areas: employment, useful work and valued activity; personal autonomy, independence and adult status; social interaction, community participation, leisure and recreation; and family roles. Among innovative practices described are a labor union initiative in the United States and a software training center in Japan. The conclusion offers a comprehensive concept of transition (including both individual needs and programs); criteria for evaluating transitional arrangements (including assessment of objectives, family and community involvement, financial arrangements). Among recommendations is the coordination of policy, planning, facilities, and services within each culture. (DB)

Greenlee, Lynn Franklin, Jr.
Toward an Understanding of Adolescent Parasuicide.
PUB DATE- May 87
NOTE- 35p.; Research paper for Doctor of Psychology degree, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adolescents; Affiliation Need; Family Relationship; *Interpersonal Competence; One Parent Family; Peer Relationship; Predictor Variables; Problem Solving; *Psychological Patterns; *Social Isolation; *Suicide; *Withdrawal (Psychology)

In the 1960s suicide was the fifth leading cause of death among adolescents. In the 1980s suicide is second only to accidents as a cause of adolescent death. In their 1966 study of 50 adolescents who had attempted suicide, Teicher and Jacobs conceptualized suicide as the end product of progressive isolation from meaningful relationships. From early childhood on, the suicidal adolescent was seen to have a longstanding history of problems that escalated in adolescence, resulting in a progressive isolation from family and peers that eventually led to suicide attempts. Much of the research on attempted suicide in adolescence conducted during the past 20 years which used control groups for comparison has validated Teicher and Jacob's hypotheses. Research has supported the idea of a longstanding history of problems, differentiating suicide attempters from normal adolescents and from nonsuicidal depressed adolescents and those with other psychiatric problems. Specific discriminating variables include a greater likelihood among parasuicides of the loss of a parent through desertion, separation, or divorce, but not through death. There is also a probability of visual-motor learning disabilities, hyperactivity, and high level of psychosocial stress during the childhood of adolescents who attempt suicide. A trend toward more overall stress, poor problem-solving skills, family disruption, and peer isolation during their adolescence has been substantiated. (Methodological problems and directions for future research are discussed.) A 42-item reference list is included. (NB)

ED 282 267 CS 505 614

Harwood, Glenn R.; Platt, Chet
Communications and International Business: Focusing General Educatio
on the Needs of International Business.
PUB DATE- 86
NOTE- 10p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Business Education; Class Activities; Community Colleges; Cultural Awareness; *Curriculum Development; Foreign Culture; *Instructional Innovation; Program Development; Role of Education; *School Business Relationship; Speech Communication; Student Needs; Teaching Methods
IDENTIFIERS- *Coastline Community College CA; *International Busines

Education

The communications and international business program at Coastline Community College in California focuses on the use of curricula experiments and instructional innovations to update general education and vocational courses to meet the training needs of international business people in the area. Local business executives whose companies were involved in international trade were surveyed for suggested topics to be included in an international program. Most respondents were interested in comparative cultures and in dealing with problems that arise in typical cross cultural settings. Interest in a certificate rather than a degree program was high, and Coastline scheduled credit and non-credit courses at a variety of times and locations and in diverse formats to allow students to study while continuing full-time employment. In addition to courses specifically dealing with international business--the intercultural communication course in the Speech Communication area--was revised, revitalizing its general education and liberal arts curriculum. Traditional curricula were maintained while innovative methodology was implanted, including (1) the use of business oriented media to illustrate cultural similarities and differences, (2) extensive use of role-playing in order to illustrate specific cultural patterns and effects on intercultural communication, and (3) lecture and discussion using examples from business and industrial settings. This "mixed approach" holds the best chance of success in meeting the needs of international business people--the ultimate goal is to become a permanent training/education partner with the international business community. (NKA)

ED 282 280 EA 019 290

Genck, Fredric H.
Improving School Performance: How New School Management Techniques Can Raise Learning, Confidence, and Morale.
REPORT NO.- ISBN-0-03-062477-0
PUB DATE- 83
NOTE- 299p.; Published by Praeger Publishers, New York, NY.
AVAILABLE FROM- Publication Sales, Institute for Public Management, 550 West Jackson Boulevard, Suite 365, Chicago, IL 60606 ($29.95; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *Board of Education Role; *Educational Improvement; Elementary Education; *Management Development; Parent Participation; *School Administration; *School Effectiveness; Teacher Role
IDENTIFIERS- Chicago Public Schools IL

Declining school performance is commonly blamed on teachers, children, parents, or teaching techniques and materials. This volume ascribes the blame to the continued application of old techniques in the face of new circumstances; traditional authoritarian administration, suited to an earlier era, has not yet been replaced. Part I examines the confusion, disorganization, fragmentation, and conflict caused by poor management and identifies new management concepts and techniques to improve school effectiveness. Chicago Public Schools (Illinois) are cited as an example of a school system with overpaid, isolated central office administrators, rigid salary schedules, lack of teacher evaluation, and a complex administrative bureaucracy. Acceptable alternatives hinge on school management policies and practices stressing performance, teamwork, and the positive use of evaluation. The results of good management are detailed; these include improved student achievement and teacher morale, increased parent and public confidence, and cost-containment. Part II provides specific examples of sound management techniques, using 14 case studies. Implementation requires the wholehearted cooperation of administrators, teachers, and board members assisted by parents, taxpayers, universities, and foundations. Part III briefly evaluates what these groups should do to strengthen school management and improve performance. Included are lists of exhibits and case studies, a classified bibliography of 40 references, and a subject index. (MLH)

ED 282 294 EA 019 333

Randal, L. Nathan
Risk Management.
Association of School Business Officials International, Reston, VA.
PUB DATE- 86
NOTE- 38p.; Chapter 13 of "Principles of School Business Management" (EA 019 320).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Qualifications; Administrator Role; Elementary Secondary Education; *Insurance; *Risk; School Business Officials; *School Districts
IDENTIFIERS- *Risk Management; State Regulation

This chapter of "Principles of School Business Management" presents

an overview of risk management for school districts. The chapter first discusses four fundamental elements of risk management: (1) identifying and measuring risks; (2) reducing or eliminating risks; (3) transferring unassumable risks; and (4) assuming remaining risks. The chapter next covers critical legal factors affecting the actions and decisions of risk managers, including state insurance codes and regulations and the insurance clauses in contracts. Appropriate qualifications for risk managers are reviewed. The chapter then considers the basics of insurance: government regulation, insurance contracts, rating bureaus, state licensing, brokers and agents, and district responsibilities. The purposes and essential features of loss control programs are examined next and data collection and job safety efforts are considered. The chapter then reviews the requirements of the Federal Occupational Safety and Health Act (OSHA). The remainder of the chapter describes specific types of insurance, including property, casualty or liability, automobile, self-insurance, and employee benefits (medical, dental, vision, disability, and life). Appendixes present a sample school district policy statement regarding risk, a generic set of rules and regulations for district risk management, a glossary of 91 terms, and descriptions of three types of damage awards. (PGD)

Cohen, Abby J.

School-Age Child Care: A Legal Manual for Public School Administrators.

Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 115p.
AVAILABLE FROM- Publication Sales, Wellesley College, Center for Research on Women, Wellesley, MA 02181 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Childhood Needs; *Day Care; Elementary Secondary Education; *Latchkey Children; Legal Problems; *Legal Responsibility; *Public Schools; *School Age Day Care; School Community Relationship; State Legislation

Current national concern about increasing numbers of latchkey children has been addressed by policy initiatives at the federal, state, and local levels. Educators in many communities are examining what schools can do for children when classes are not in session and parents and other caregivers are unavailable. This manual confronts the legal issues involved when schools collaborate with community groups to use school space or initiate their own school-age day care programs. Chapter 1 discusses legal authorization or "enabling" considerations found in state education codes or statutes that enumerate powers of school boards and uses of school property. Chapter 2 stresses the need for school board resolutions based on sound needs assessments and space utilization surveys. Chapter 3 details regulatory considerations governing types of care, staff ratios, compliance, programming, and enforcement aspects of school-age day care. The fourth chapter discusses liability issues, particularly standards of care, while the fifth chapter treats services for handicapped children and their parents. The last three chapters address antitrust/unfair competition, staffing, guidelines, and written agreements involving rent, leases, and contracts. Included are appendices containing model enabling statutes and resolutions, guidelines, and a checklist of areas of concern. Numerous references appear at the end of each chapter. (MLH)

Linder, Ralph C.; And Others

Automotive Mechanics.

Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE- Sep 86
NOTE- 444p.

LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); *Auto Mechanics; Behavioral Objectives; *Competence; Competency Based Education; Educational Resources; *Engines; *Entry Workers; Hand Tools; *Job Skills; Motor Vehicles; Postsecondary Education; Secondary Education; State Curriculum Guides; Vocational Education
IDENTIFIERS- Arizona

This curriculum guide, which was validated by vocational teachers and mechanics in the field, describes the competencies needed by entry-level automotive mechanics. This guide lists 15 competencies; for each competency, various tasks with their performance objective, student learning experiences, suggested instructional techniques, instructional materials, and resources are provided. The curriculum guide also includes articulated competency/skill and task lists, an employability skills charts crosswalk, a list of basic hand tools needed by mechanics, and a bibliography. These materials are intended to assist teachers in secondary and postsecondary vocational programs in developing a course of study, structuring learning sequences, determining standards of performance, and locating resources. (KC)

ED 282 073 CE 047 325

Harvey, Dexter; Cap, Orest

Elderly Service Workers' Training Project. Block B: Cultural Gerontology. Module B.1.2: Communication and Adjustment.

Manitoba Univ., Winnipeg. Faculty of Education.

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 87
NOTE- 28p.; For related documents, see ED 273 809-819 and CE 047 321-333.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adjustment (to Environment); Aging (Individuals); Client Characteristics (Human Services); *Counselor Training; *Cross Cultural Training; Cultural Education; *Death; Ethnic Groups; Foreign Countries; Gerontology; Human Services; *Interpersonal Communication; Interpersonal Competence; Learning Modules; Older Adults; Postsecondary Education; Ukrainian
IDENTIFIERS- *Manitoba; *Ukrainian Canadians

This learning module, which is part of a three-block series intended to help human service workers develop the skills necessary to solve the problems encountered in their daily contact with elderly clients of different cultural backgrounds, deals with communication and adjustment in the context of death and dying and their role in Ukrainian culture. The first two sections provide background information on the Ukraine and on Ukrainian migration from the Soviet Union to Canada and outline the module's general objectives. The next section examines some of the family and spiritual issues surrounding death and dying. Psychological reactions to death and dying are discussed from the standpoint of Ukrainian culture. The next section suggests some ways in which human services workers can facilitate adjustment to death and dying among their elderly Ukrainian clients. A list of selected readings and descriptions of two pertinent films are appended. (MN)

ED 282 087 CE 047 345

Economic Indicators of the Farm Sector. Production and Efficiency Statistics, 1985.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- ECIFS-5-5

PUB DATE- Apr 87
NOTE- 98p.; For previous reports in this series, see ED 267 282, ED 272 761, ED 277 865, and ED 278 820.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Agricultural Education; Agricultural Laborers; *Agricultural Machinery; *Agricultural Production; Agricultural Trends; Agriculture; *Efficiency; *Farm Labor; *Fertilizers; *Labor Utilization; Resource Allocation

This annual report includes major time series that reflect changes in farm production, production inputs, and production efficiency. Time series data are presented for the United States and, in most cases, for 10 farm production regions. The text highlights changes since the previous year or specified time period. In previous reports in this series, data was revised for the year preceding the year in the title, but in this report, a new survey-based labor series on total hours has been incorporated, starting with the year 1947. As a result, all data series in the report start with 1947. By using data from the 1984 Farm Costs and Returns Survey, the report will help analysts assess more accurately the efficiency of farm labor hours. Seventy-two tables are provided. Representative topics include: farm production--indexes of farm output by enterprise groups, by region, by cropland used for crops by region, and by fertilizers; labor--by hours required in various enterprises, by indexes of farm production per required hour by enterprise groups, by region; and indexes of total farm input and major input subgroups by region. (YLB)

ED 282 214 CS 210 476

Hunt, Todd; Thompson, David W.
Making PR Macho: Reversing the Sex Gap in Undergraduate Public Relations Programs.
PUB DATE- Aug 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Communication Skills; *Educational Environment; Educational Practices; Higher Education; *Males; *Program Development; Program Effectiveness; Program Improvement; *Public Relations; Role Models; Sex Bias; *Sex Role; Student Attitudes; Undergraduate Students
IDENTIFIERS- Rutgers the State University NJ

The sharp decline in the number of male undergraduates registering for public relations (PR) courses has created concern that public relations is becoming a "woman's field" and will experience a concomitant drop in salaries and prestige. Studies indicate that male undergraduates perceive PR as being not well respected, as offering little or no chance for advancement in the business world, and as paying low salaries. Current public relations educators should put a new emphasis on training students (women in particular) to take leadership roles in complex organizations; should strive for a balance of the sexes so that "gender" is not viewed by anyone in management as an important determinant of the character of the field; and should actively recruit male undergraduates for the study of public relations, with an eye toward maintaining parity of the sexes. When Rutgers University (New Jersey) discovered that its undergraduate PR courses were composed of 25% males, it adopted an affirmative action approach, labeling males a minority in the PR program, and taking the following steps to attract them: (1) requiring a written application from every student to enter courses, (2) recruiting from the introductory classes, (3) using only "managerial type" teachers, (4) using teaching assistants who are good role models for males, (5) using internships and a "mentor" program to match males with role models in the field, and (6) selecting "clients" for class projects that will interest males. Following the concerted effort to make the profession appeal to males, the male/female ratio in PR at Rutgers returned to almost even. (NKA)

ED 282 308 EA 019 389

Formisano, Joan
How Women Principals Respond to Conflict: A Qualitative Study.
PUB DATE- Mar 87
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrators; Conflict; *Conflict Resolution; Elementary Secondary Education; *Females; *Interpersonal Communication; *Principals; *Sex Stereotypes; *Women Faculty

Women frequently encounter stereotypes concerning their conflict management skills when seeking administrative positions. So far, the literature has focused on conflict management models involving male subjects and male researchers. As women's representation in educational administration increases, traditional viewpoints and theories concerning women need to be reevaluated. This study explores women principals' specific strategies of conflict management by using a qualitative "multiple realities" methodology. Particular respondents were included for their skill at handling conflict. Findings are based on in-depth, open-ended interviews and observations of six elementary and secondary school women principals. The data reveal two types of conflict experienced by these principals: conflict thrust upon them and conflict initiated by them. In both cases, the principals' actions are guided by the desire to preserve interpersonal relationships. When conflict comes from without, the principals try to diffuse it through empathizing, asking questions and accommodating, using humor, giving the other person a "way out," and listening. When the women principals initiate conflict, they use a stimulation strategy promoting escalation toward a specific goal--usually to encourage positive experience, such as generating new ideas and dispelling apathy. Observed conversations and principals' responses are included throughout the paper. (MLH)

Nelson, Erik
Home Schooling. ERIC Digest, Number Fifteen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
CONTRACT- R-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Civil Liberties; Compulsory Education; Elementary Secondary Education; Home Programs; *Home Schooling; *Nontraditional Education; Parent School Relationship; *Private Education; *School Attendance Legislation; School Law
IDENTIFIERS- ERIC Digests

The prevalence of home schooling is increasing. Parents educate their children at home for the sake of security, morality, and educational quality. Not only does home schooling offer the advantages of closeness and security, but advocates also assert that education in the home results in greater reading proficiency. On the other hand, antagonists point out the lack of opportunity for socialization in home education and the inability of parents to cover all academic areas. Administrators who oppose home schooling also fear a decrease in state aid because of a drop in enrollment. But administrators are advised not to prosecute home schooling families. Instead, districts and home schooling families need to cooperate. (RG)

Nash, Claire
There's a Call for You. Whenever the Phone Rings. The Helping Hand Series.

Hotel and Catering Training Board, Wembley (England).
REPORT NO.- ISBN-0-7033-0090-3
PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Business Education; Career Education; Check Lists; *Communication Skills; Foreign Countries; *Hospitality Occupations; *Hotels; Postsecondary Education; *Receptionists; Secondary Education; *Telephone Usage Instruction

This booklet is intended to assist employees in the hotel and catering industry in learning to make effective use of the telephone in their jobs. The first two sections review some unpleasant experiences that a person can have when calling another organization or when receiving a business call from someone. The importance of the impression created by employees who are responsible for making and receiving telephone calls is discussed. The next two sections examine the basics of telephone systems and the types of questions that persons in the hotel and catering industry are likely to be asked during telephone calls. A list of golden rules of telephone usage and a checklist of the dos and don'ts of business telephone usage are given. Provided next are guidelines for handling incoming calls, transferring calls, taking and passing on messages, accepting reservations and bookings, and making outgoing calls. A three-page checklist serves as a final summary of the materials presented. (MN)

ED 282 101　　　　　　　　　　　　　　　　　　　　CE 047 376

Do You Hear What I Hear? Communicating with Young Workers. The WorkForce Series for Small Businesses.

National Child Labor Committee, New York, N.Y.

PUB DATE- 84
NOTE- 22p.; For other guides in series, see CE 047 377-380.
AVAILABLE FROM- National Child Labor Committee, 1501 Broadway, Suite 1111, New York, NY 10036 ($3.00; set--$15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Communication; Case Studies; Communication Problems; *Communication Skills; Employer Employee Relationship; Employment Problems; *Entry Workers; Inferences; Language Skills; Management Development; *Personnel Management; *Small Businesses; *Youth Employment

This guide presents ideas on communication for managers who work with young, entry-level workers in small businesses. The guide is designed to help managers (1) understand how perceptions of the same message differ; (2) recognize barriers to good communication and ways to eliminate them; and (3) construct messages so that they will be understood clearly. The guide uses case studies to illustrate the communication process and how it can go awry. Key points are summarized at the end of the booklet, and a review quiz with answers is provided. A list of suggested resources completes the guide. (KC)

ED 282 159 CG 019 927

Johnson, Teresa M.; And Others
REACH Program.

PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Northwest Regional Educational Laboratory (1st, Portland, OR, March 4-5, 1987). Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcohol Education; Alcoholism; *Counseling Services; *Drinking; *Drug Abuse; Drug Education; Elementary Secondary Education; *Nontraditional Education; School Counseling; *Suspension
IDENTIFIERS- *Alcohol Abuse; *Substance Abuse

This document describes the REACH Program, an alternative school program for students who have been suspended for drug or alcohol related offenses, which includes a short-term (7-day) suspension program designed to provide education and assessment and a long-term suspension program which provides 3 to 4 hours of counseling and education per day for 45 days or the remainder of the semester, whichever is greater. Counseling goals listed include: (1) providing parents with education about adolescent substance abuse and strategies to deal with it; (2) educating students about drugs and alcohol and helping them explore their attitudes and substance use; (3) teaching skills to help students to deal with peer pressure and avoid trouble; and (4) recommending community resources and promoting healthy alternatives. Three treatment phases discussed include a denial phase, a phase in which the student accepts that substance abuse has created problems in his or her life, and a phase in which the student commits to abstinence. School work requirements for the programs are discussed and relevant sections of the school code are included. (NB)

DOCUMENT RESUME

ED 282 362 EC 192 449

Orton, Christine
Integration in Practice 1,2,3. A Practical Look at Three Integration Schemes in Nursery, Primary and Comprehensive Schools.
Centre for Studies on Integration in Education, London (England).
REPORT NO.- ISBN-0-946828-11-3
PUB DATE- 86
NOTE- 27p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Spastics Society, 16 Fitzroy Sq., London, England W1P 5HQ (1 pound 75 pence).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; *Disabilities; Elementary Secondary Education; *Foreign Countries; Interpersonal Competence; *Mainstreaming; *Normalization (Handicapped); Preschool Education; Program Content; Social Development; *Visual Impairments
IDENTIFIERS- *England

Using photographs and informal narrative, three case studies illustrate the integration of handicapped with nonhandicapped students on a variety of age levels, and with a variety of special needs, at three locations in England. Charnwood, an independent preschool center in Stockport, Cheshire, serves 50 young children with a variety of disabilities (e.g., cerebral palsy, hearing impairments) integrated among a total of 170 children (ages birth to 5) attending opportunity groups and structured playgroups each week. Castlecroft (serving ages 3-11) and Smestow (for students ages 11-18) in Wolverhampton, West Midlands, are neighboring elementary and secondary schools which integrate students with visual impairment into the normal school environment. A supportive rather than protective environment is emphasized, with visually impaired students receiving needed special resources but the same curriculum as the nonhandicapped. Northumberland Park School in Haringey, North London, integrates 14 children with physical and sensory disabilities into a total of 1,100 students ages 11-18. Handicapped students remain on the rolls of two referring special schools, with support staff maintaining links between the special and integrated settings. (JW)

DOCUMENT RESUME

ED 282 377 EC 192 721

Portes, Pedro R.
A Review of Programs for Young Gifted Children.
PUB DATE- Oct 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Acceleration (Education); Educational Needs; Eligibility; *Enrichment; *Gifted; *Grouping (Instructional Purposes); *Individualized Instruction; Preschool Education; Primary Education; *Program Effectiveness; *Program Evaluation; Teacher Education

The paper presents a review of the evaluation research on programs for young (preschool through grade 3) gifted children. Questions addressed concern the effectiveness of various program approaches on measures of general and specific abilities and the nature of existing reports. Topics reviewed include grouping strategies, preschool programs for the gifted, elementary mathematics programs, directions and trends in programming, social studies programs, inter-age grouping, resource rooms and pull-out models, and staff development issues. The review led to the following recommendations: (1) Both enrichment and acceleration strategies can be effective if individualization occurs. (2) Preschool programs should employ liberal entrance requirements. (3) Interage grouping and early entrance strategies should be employed based on readiness criteria. (4) Teachers in regular and advanced programs can be trained to be more aware of needs of young gifted students. It is concluded that the current literature strongly supports the case for special services with gifted children in terms of both academic achievement and positive attitudes toward learning. (DB)

DOCUMENT RESUME

ED 282 391 EC 192 735

Kappel, Bruce
Making A Difference: What Communities Can Do To Prevent Mental Handicap and Promote Lives of Quality. Volume IV: Respected and Responsible Citizens.
National Inst. on Mental Retardation, Toronto (Ontario).
REPORT NO.- ISBN-0-920121-23-3
PUB DATE- 86
NOTE- 30p.; For Volumes I-V, see EC 192 732-736.
AVAILABLE FROM- National Institute on Mental Retardation Publications, Kinsmen NIMR Building, 4700 Keele St., Downsview, Ontario, Canada M3J 1P3 ($20.00 for the set of 5 plus $2.00 for postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adults; Child Rearing; *Citizen Participation; *Civil Liberties; *Community Role; Foreign Countries; Group Homes; Marriage; *Mental Retardation; *Normalization (Handicapped); Sever Disabilities
IDENTIFIERS- Canada

The fourth of five volumes on the means by which Canadian communities can reduce the incidence of mental retardation, minimize existing impairment, and improve the quality of life of the mentally retarded, this booklet focuses on the prevention of mental handicap in adults and ways to accommodate and encourage community participation by the handicapped. The approach is based on a four-level prevention model which distinguishes between impairment, disability, handicap, and the feedback role of the environment. After an introduction, there are sections which deal with the following topics and examples: rights, freedoms, and responsibilities (equal opportunity and quality services); helping individuals with severe disabilities participate in community life; technological advances (communication and mobility aids); community homes; common features of successful community living arrangements; adult education for everyone (including the retarded); employment options (job sharing, jobs which often have a high turnover rate); living together, marriage, and parenthood; and getting older. (DB)

DOCUMENT RESUME

ED 282 407 FL 016 696

Noel, Lucie

Les Enjeux juridiques et sociopolitiques des conflits linguistiques au Quebec (The Legal and Sociopolitical Factors in Linguistic Conflicts in Quebec). Publication G-8.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

REPORT NO.- ISBN-2-89219-176-9
PUB DATE- 87
NOTE- 172p.
AVAILABLE FROM- International Center for Research on Bilingualism, Pavillon Casault, Universite Laval, Quebec, P.Q. Canada G1K 7P4.
LANGUAGE- French
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Culture Conflict; English; Foreign Countries; French; Geographic Distribution; Language Attitudes; *Language Role; Official Languages; *Politics; *Power Structure; *Public Policy; *Regional Characteristics; Social Influences; Socioeconomic Status; Sociolinguistics
IDENTIFIERS- *Quebec

A study looks at the economic, social, cultural, and political factors at work in conflicts between Quebec language communities in recent years. The historical and current demographic, economic, cultural, and political relationships between the French and English speaking communities are presented and discussed in terms of political issues and influences. The forms and levels of influence of language community leaders in the legal and public policy arena are also examined. Extensive demographic data and data on language use in the media are appended. Two statistically oriented appendixes analyze the connection between linguistics characteristics and incomes of Quebec residents and degree of access to the mass media of the various linguistic groups. (MSE)

DOCUMENT RESUME

ED 282 423 FL 016 714

Wesdorp, Hildo
Backwash Effects of Multiple-Choice Language Tests: Myth or Reality?
PUB DATE- May 83
NOTE- 18p.; In: van Weeren, J., Ed. Practice and Problems in Language Testing 5; see FL 016 706. Small print in figures may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dutch; Elementary Secondary Education; English (Second Language); Foreign Countries; French; German; *Language Tests; *Multiple Choice Tests; Native Language Instruction; Reading Comprehension; Reading Tests; *Second Language Instruction; Student Attitudes; *Test Bias; *Testing Problems; Test Use; Uncommonly Taught Languages
IDENTIFIERS- *Comprehensive Examinations; *Netherlands

Since the mid-1960s, the use of objective testing in education, and multiple-choice tests in particular, has increased dramatically in the Netherlands. Since the founding of the Dutch National Institute for Educational Measurement in 1968, the construction of many achievement tests has been concentrated there. This general changeover from traditional to objective testing also applies to language teaching. The construction of many multiple-choice tests both for Dutch as a native language and for French, German, and English, the three most important second languages taught in Dutch schools has resulted. Multiple-choice tests for Dutch are now part of the final testing program at the end of primary education, which plays an important part in the selection process for secondary education. Some types of secondary education also incorporate multiple-choice tests for Dutch in the final examinations that determine a student's admission to higher education. The same is true for foreign language tests. (Author/MSE)

DOCUMENT RESUME

ED 282 439 FL 016 738

Miller, Marsha Lee
Using Drama to Teach Foreign Languages.
PUB DATE- Nov 86
NOTE- 46p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers International Conference on Language Teaching and Learning (Seirei Gakuen, Hamamatsu, Japan, November 22-24, 1986). Master's Thesis, The University of Texas at Austin.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Master Theses (042) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acting; *Classroom Techniques; *Communication Skills; *Creative Dramatics; *Dramatics; Educational Research; Language Skills; Literature Reviews; Media Adaptation; Nonverbal Communication; Problem Solving; *Second Language Instruction; Student Participation; *Teaching Styles

A discussion of the use of drama in the foreign language classroom looks at the three common ways it is used: (1) the dramatic teacher, or methods in which the teacher's dramatic behavior involves the students in interesting communicative situations; (2) creative drama, in which activities focus on the students' involvement in spontaneous dramatic enactments stressing both verbal and nonverbal skills; and (3) foreign language theater, using scripts, formal acting, directing, and play production. The review looks at techniques and procedures suggested by specialists in each area and discusses the use of specific language skills, adjustment for age and skill level, and related research. A bibliography is included. (MSE)

DOCUMENT RESUME

ED 282 454 FL 016 753

de Vriendt, Sera

L'enseignement des langues secondes standard aux minorites culturelles a Bruxelles (Standard Second Language Instruction to Cultural Minorities in Brussels).

PUB DATE- 87

NOTE- 15p.; In: Blanc, Michel, Ed.; Hamers, Josiane F., Ed. Theoretical and Methodological Issues in the Study of Languages/Dialects in Contact at Macro- and Micro-Logical Levels of Analysis; see FL 016 743.

LANGUAGE- French

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Acculturation; Classroom Communication; Communicative Competence (Languages); Dutch; Elementary Education; Evaluation Methods; Foreign Countries; French; Migrant Problems; *Minority Groups; Nonverbal Communication; *Official Languages; *Pronunciation Instruction; *Second Language Instruction; *Standard Spoken Usage; Uncommonly Taught Languages

IDENTIFIERS- *Belgium (Brussels); *Language Contact

Three major issues in the second language instruction of migrant primary school children in Brussels are discussed: (1) how to develop communicative competence; (2) how to ensure correct pronunciation; and (3) how to improve nonverbal communication. In the case of pronunciation, a "soft" method without explanation about articulation or drills is proposed. With regard to nonverbal communication, the focus is on improving the teacher's interpretation of children's behavior, especially as it might affect evaluation of the children's education and proficiency. The population in question is composed primarily of migrant children, in significant proportions in the city's schools, who do not speak one of the official languages (French and Dutch). (An English abstract accompanies this paper.) (Author/MSE)

DOCUMENT RESUME

ED 282 468 HE 020 203

Disciplinary Perspectives on Higher Education and Research. Report No. 37.
Stockholm Univ. (Sweden). Group for the Study of Higher Education and Research Policy.
PUB DATE- Feb 87
NOTE- 164p.; Papers presented at an International Seminar (Lidingo, Sweden, September 2-3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anthropology; College Science; Educational Research; Foreign Countries; Higher Education; History; *Intellectual Disciplines; Organizational Theories; *Postsecondary Education as a Field of Study; Public Policy; *Research; *School Organization; *Sciences; Scientific Research; Sociology; *Specialization
IDENTIFIERS- *Sweden

The contributions of various disciplines to the field of higher education and research studies are discussed in 10 seminar papers, which also review Burton R. Clark's work, "The Higher Education System: Academic Organization in Cross-National Perspective." Titles and authors are as follows: "Internal and External Regulatives in Research and Higher Educational Systems" (Aant Elzinga); "Research Organization and Research Policy in Sweden after the Second World War: A Discursive Essay" (Thorsten Nybom); "Disciplinary Discourse" (Tony Becher); "The Ethos of Higher Education Systems: A View from Anthropology" (Tomas Gerholm); "Integration and Higher Education" (Sven-Eric Liedman); "Higher Education and Research in an Educational Perspective" (Lennart F. Svensson); "Sociology and Organised Knowledge: Changing Perspectives in the Sociology of Science" (Katrin Fridjonsdottir); "The Higher Education System in a Time Perspective" (Rolf Ohlsson); "Are Some Disciplines More Relevant Than Others?" (Rune Premfors); and "Extending 'The Higher Education System'" (Burton R. Clark). (SW)

DOCUMENT RESUME

ED 282 482 HE 020 291

Boyer, Carol M.; And Others
Assessment and Outcomes Measurement--A View from the States: Highlights of a New ECS Survey and Individual State Profiles. ECS Working Papers, PS-87-1.
American Association for Higher Education, Washington, D.C.; Education Commission of the States, Denver, Colo.; State Higher Education Executive Officers Association.
REPORT NO.- PS-87-1
PUB DATE- Mar 87
NOTE- 63p.; Paper collected as part of the American Association for Higher Education Assessment Forum. Foreword by Governor John Ashcroft of Missouri.
AVAILABLE FROM- Education Commission of the States, Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Board of Education Role; *Educational Assessment; Educational Testing; *Government School Relationship; *Higher Education; Intervention; *Outcomes of Education; Public Policy; *State Programs; State Surveys
IDENTIFIERS- *AAHE Assessment Forum; State Higher Education Executive Officers Assn

Results of a 50-state survey of statewide or systemwide approaches to assessment and outcomes measurement in postsecondary education are presented. Respondents were members of the State Higher Education Executive Officers (SHEEO) organization. The January-February 1987 survey of SHEEO academic and executive officers indicated that two-thirds of states had formal initiatives labeled "assessment." One difference across states was the extent to which they considered assessment and outcomes measurement to be a distinct policy area. Slightly more than half the respondents saw the main role of their state board as one of actively encouraging, promoting, or facilitating institutional intiatives in assessment and outcomes measurement. Brief descriptions by state boards of their assessment efforts are provided. These efforts can be categorized as follows: mandated statewide testing programs; early intervention programs; encouraging institutional action; assessment within existing statewide mechanisms; and statewide monitoring of other outcomes, such as student retention, job placement of college graduates, and economic and community development. The state profiles include the name and title of the contact person. (SW)

DOCUMENT RESUME

ED 282 496 HE 020 323

Pharmacy Education in Florida. Report and Recommendations of the Postsecondary Education Planning Commission, Report No. 4, 1987.

Florida State Postsecondary Education Commission, Tallahassee.

PUB DATE- 19 Feb 87

NOTE- 85p.; Prepared in Response to Specific Appropriation 521 of the 1986 General Appropriations Act (Chapter 86-167, Laws of Florida).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Access to Education; College Curriculum; *Degrees (Academic); Educational Demand; Enrollment Trends; Geographic Distribution; Higher Education; *Labor Supply; Minority Groups; *Pharmaceutical Education; Pharmacy; Questionnaires; State Boards of Education; *State Colleges; *Statewide Planning

IDENTIFIERS- *Florida; Florida A and M University; University of Florida

A report on pharmacy education in Florida and the United States and on Florida labor supply is presented. Overviews of the pharmacy profession and pharmacy education are also given, including the areas of history, careers, licensure, salaries, accreditation, curriculum, enrollment, degrees awarded, and tuition and fees. Information on the colleges of pharmacy at Florida A & M University and the University of Florida is presented, with attention to curricula, enrollment, degrees, educational facilities, minority access and retention, faculty, and research. Recommendations include: enrollment should not be reduced in the two state colleges of pharmacy, since there is a shortage of pharmacists in Florida; the Board of Regents should maintain both the five-year baccalaureate degree and the six-year doctor of pharmacy degree programs; and, at its next program review, the Regents should reassess pharmacy practice needs and state manpower needs to consider whether the five-year baccalaureate degree should be retained as preparation for entry-to-practice. Access for students to pharmacy education in Southeast Florida and minority access to pharmacy education are also addressed. A 1986 pharmacy inventory and questionnaire are appended. (SW)

DOCUMENT RESUME

ED 282 510 HE 020 488

Ewell, Peter T.
The Legislative Role in Improving Postsecondary Education.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- Nov 85
NOTE- 19p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Change Strategies; *Compliance (Legal); *Educational Quality; *Educational Testing; Government Role; *Government School Relationship; Incentives; Instructional Improvement; *Outcomes of Education; Postsecondary Education; Resource Allocation; School Effectiveness; *State Legislation; Student Evaluation
IDENTIFIERS- *AAHE Assessment Forum

The importance of legislative initiatives to improve postsecondary education is discussed, along with mechanisms that legislatures have used to induce change in higher education, and guidelines for action. Structural obstacles to improvements that have confronted most public colleges include lack of clear priorities, fragmented responsibilities, lack of incentives for improvement, and lack of information about effectiveness. In attempting to promote improvement in higher education, state legislatures have two main tools: (1) changing the budgetary allocation process to provide special funds for needed improvements, or to reward and encourage successful performance; and (2) exerting control over college behavior directly through regulation or statute. Budget-based approaches include modifying enrollment-driven formulas; linking a portion of total dollar allocation to each college, based on demonstrated effectiveness (performance funding); and special-purpose funds. Regulatory approaches include testing as a condition for advancement, testing as part of instructional evaluation, curricular requirements, use of existing audit and review procedures, and reporting and data collection requirements. (SW)

DOCUMENT RESUME

ED 282 524 IR 012 668

Zacher, Candace M.
Designing Better Camels: Developing Effective Documentation for Computer Software.
PUB DATE- Feb 87
NOTE- 10p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Atlanta GA, February 25-March 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Computer Software; Evaluation Criteria; Guidelines; *Technical Writing; *Writing Processes
IDENTIFIERS- User Guides

This guide to the development of effective documentation for users of computer software begins by identifying five types of documentation, i.e., training manuals, user guides, tutorials, on-screen help comments, and troubleshooting manuals. Six steps in the development process are then outlined and briefly described: (1) planning and preparation; (2) analysis and organization; (3) development and writing; (4) production; (5) distribution; and (6) maintenance. Organization of the documentation by tabs, sections, and subjects is recommended, and the advantages of setting standards are listed. The need for practical, flexible standards and commitment to them by all involved is emphasized. Checklists of design criteria, writer's rules, and design activities are also provided. Lists of advantages of effective documentation for the developer and for the user and learning principles to be considered in developing documentation are attached. (MES)

DOCUMENT RESUME

ED 282 538 IR 012 687

Ruggiero, Richard M.
Impact of Television Captioning on Hearing Audiences.
PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the California Educational Research Association (Marina del Rey, CA, November 13-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Captions; Comparative Analysis; *Educational Television; Hearing Impairments; Higher Education; *Instructional Effectiveness; *Intermode Differences; Literature Reviews; Multivariate Analysis; *Student Attitudes

The purpose of the study was to determine if captions displayed on instructional video programs interfere with learning in hearing audiences. Eighty hearing undergraduate students enrolled in lower division education classes were randomly assigned to one of two groups. Each subject completed a questionnaire to collect self-report data on sex, age, major, knowledge of computers, number of computer classes taken, and attitude toward computers. Subjects then viewed a 30-minute captioned instructional program on computers. Subjects in group 1 viewed the program with both captions and sound, while subjects in group 2 viewed it without the captions displayed. After viewing, subjects were tested on the content of the program and asked to fill out a post questionnaire to assess their attitudes toward captions and the viewing of captioned materials in an instructional setting. Data were analyzed using t-tests and chi-squares on selected preliminary questionnaire data, and multivariate analysis of variance was used to analyze data on computer knowledge, computer attitude, the posttest score, and post questionnaire data. Contrary to the supposition that captions are distracting and would interfere with learning, data on interference indicate that there was no significant difference between the groups in the mean score on the test of knowledge. The survey of attitude revealed that there was also no significant difference between the groups in their attitudes toward captions. (Author/MES)

DOCUMENT RESUME

ED 282 553 IR 012 702

Jordan, Dan
To Copy: Right or Wrong?
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
 Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Software; Copyrights; Elementary Secondary
 Education; *Federal Legislation; Moral Values
IDENTIFIERS- *Copyright Law 1976; Fair Use; *Software Copying;
 Software Piracy

The Copyright Act of 1976, particularly the guidelines on fair use did much to clarify the ambiguity of the 1909 Copyright Act in relation to new electronic media. Although some specific guidelines for teachers were included, it should be noted that microcomputers and disk drives were not yet widely available in 1976. Because experts were divided on what direction the protection of computer programs should take, Congress turned the question of copyright over to the National Commission on New Technological Uses (CONTU). Based on the recommendations of CONTU, the Copyright Act was amended in 1980 to define computer programs as literary works and to specify how a computer program may be used. Several points should be noted by educators: (1) it is illegal for anyone other than the owner of the program to make duplicate copies; (2) although a back-up copy may be produced, this is an archival copy and should not be used on another computer; (3) it is illegal to make multiple copies without a licensing agreement; (4) it is illegal to boot a series of microcomputers sequentially with a single disk; and (5) it is illegal to modify a program so that it may be accessed by multiple users via networking. Five references are listed. (MES)

DOCUMENT RESUME

ED 282 568 IR 051 935

Phelan, Jody
A Librarian's Planning Handbook for the Texas Reading Club.
Texas State Library, Austin. Dept. of Library Development.
PUB DATE- 86
NOTE- 51p.; For the 1987 program guide, see IR 051 936.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Budgeting; Childrens Literature; Guidelines; *Library Planning; *Library Services; *Program Development; Program Evaluation; Publicity; *Public Libraries; *Reading Programs; Records (Forms); Recreational Reading; State Programs; Volunteers
IDENTIFIERS- *Texas Reading Club

Developed for the Texas Reading Club, a program sponsored cooperatively by local libraries and the Texas State Library and designed to encourage children and their parents to read and use the library, this planning handbook is intended to help librarians and volunteers organize and manage a local reading club. The Texas Reading Club program is briefly described, and guidelines for organizing a reading program are provided under the following headings: (1) Why Plan? (2) Goals, Objectives, and Activities; (3) Program Activities; (4) Estimate What You Need (Books and Audiovisuals, People, Space/Facilities, Supplies and Equipment, and Budget); (5) Scheduling; (6) Participation; (7) Guidelines (Rules and Regulations, Registration, Contracts, and Recordkeeping); (8) Evaluation; and (9) Publicity. Brief bibliographies of books and journal articles on planning, program activities, and publicity are provided, and appendices include examples of reading club forms and a month-by-month listing of programming tasks. (KM)

DOCUMENT RESUME

ED 282 583 IR 051 951

Willemsen, Arie W.
IFLA General Conference, 1985. Collection and Services Division. Section: Interlending and Document Delivery. The Online System of Union Catalogues and Interlibrary Loan ('NCC/IBL') in the Netherlands.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- 85
NOTE- 15p.; Paper presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; Foreign Countries; Information Systems; *Interlibrary Loans; International Organizations; Library Associations; *Library Automation; Library Cooperation; Library Networks; *Online Systems; *Shared Library Resources; Systems Development; *Union Catalogs
IDENTIFIERS- International Federation of Library Associations; *Netherlands; Project Integrated Catalogue Automation

This paper describes the interlending system in the Netherlands anc examines the country's union catalogs, the main instrument in the interlending procedure. An overview of the integrated interlending system is provided; the union catalogs of the Royal Library in The Hague, the Technical University Library at Delft, and the library of the Agricultural University at Wageningen are described; and the establishment of the NCC/IBL (Nederlandse Centrale Catalogus van Boeken, Periodieken en Congressen/Interbibliothecair leenverkeer) online union catalog system is discussed. In addition, a description of the development of online library automation in the Netherlands includes the establishment and growth of the library consortium PICA (Project for Integrated Catalogue Automation), the adoption of the Canadian database management system Minisis by the library of the Agricultural University at Wageningen, and the development of PICA "process-systems" for local library use. Finally, the development of the NCC/IBL system is traced from the establishment of a miniformat for titles and the development of software through the current operation of the system, including procedures for loan requests, the implementation of the system for periodicals, and plans for the implementation of the system for monographs. A seven-item bibliography is provided. (KM)

DOCUMENT RESUME

ED 282 596 JC 870 223

Schrader, Marvin A.
Organization Placement and Responsibilities of Research, Planning, and Development within the Wisconsin Vocational, Technical and Adult Education System and Out-of-State Community Colleges and Technical Institutes.
PUB DATE- 25 Jun 86
NOTE- 183p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Comparative Analysis; *Educational Planning; Multicampus Districts; National Surveys; Organizational Communication; Organizational Effectiveness; *Research and Development; State Surveys; *Statewide Planning; *Task Analysis; Technical Education; Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin

A study was conducted to determine the organizational structure and tasks of the research, planning, and development (RPD) units within each of the 16 districts of the Wisconsin Vocational, Technical, and Adult Education (VTAE) System. For purposes of comparison, data were also collected from non-Wisconsin community colleges and technical institutes offering similar occupational programs. The study sought specifically to determine the extent to which RPD tasks are performed by discrete RPD units or by other personnel throughout the institution; the institutional level at which RPD tasks are performed; the types of RPD tasks performed by personnel in VTAE districts compared with the tasks of personnel in non-Wisconsin districts; and the types of RPD tasks performed by RPD personnel in VTAE districts compared with the tasks of RPD personnel in non-Wisconsin districts. A survey questionnaire was mailed to all of the Wisconsin VTAE districts, and to 10% of the non-Wisconsin districts selected at random. All 16 Wisconsin VTAE districts responded, along with 41 (67.5%) of the 65 non-Wisconsin institutions surveyed for a total response rate of 70%. Study findings included the following: (1) 63% of Wisconsin VTAE districts and 37% of the non-Wisconsin districts had one unit responsible for all three RPD functions; (2) for Wisconsin districts more RPD functions were administered at the first level below the chief executive officer (CEO), while for non-Wisconsin districts more were administered at the second level below the CEO; and (3) more RPD tasks were performed by RPD staff at Wisconsin districts than at non-Wisconsin districts. The survey instrument and a literature review are included in the study report. (PAA)

DOCUMENT RESUME

ED 282 610 JC 870 262

Distler, James A.; And Others
Chesapeake College: Value Added Articulation with Public School Systems.
PUB DATE- 23 Apr 87
NOTE- 20p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (67th, Dallas, TX, April 22-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; *College Day; *College School Cooperation; Community Colleges; *Enrichment Activities; Exhibits; High Schools; Program Descriptions; Public Relations; Public Schools; *School Community Relationship; Science Fairs; Social Sciences; Student Recruitment; Two Year Colleges; Vocational Education
IDENTIFIERS- *Chesapeake College MD; *Social Science Fairs

Each year, Chesapeake College sponsors an Arts Contest, Social Science Fair, Occupational Skills Expo, and Regional College Night for the high school students in the college's five-county service area. The programs are designed to recognize the creative skills and academic achievements of the students and to establish the role of the college as a sponsoring agency in developing successful cooperative efforts promoting the arts, social sciences, and vocational education. The Arts Contest was established in 1975 with competition for cash prizes in visual arts, music, drama, and creative writing. The Social Science Fair, created in 1978, offers competition in such events as master quizzes, public speaking, scholastic series, simulated press conferences, essays, cartoons, and displays. The first annual Occupational Skills Expo was held in 1987, offering competition in 21 skill and 5 leadership categories. Business and industry donated most of the materials necessary for completing the events. Regional College Nights are held each fall to provide high school and college students and parents with the opportunity to meet with representatives of colleges, universities, proprietary schools, nursing schools, and the military all at one location. Cooperative planning for the event by high school counselors and the college begins in the spring and ends with a summative evaluation after the event. The first event was held in 1983. These cooperative efforts, which offer numerous benefits to the local high schools and community, have increased and improved the image of the school and its relations with area high schools and boards of education. (EJV)

DOCUMENT RESUME

ED 282 623 PS 016 495

Lee, Irene K.; And Others
Baby and You.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- 82
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Breast Feeding; *Child Rearing; Clothing; *Drug Abuse; Exercise; Family Life; Fathers; Guidelines; Immunization Programs; *Individual Development; *Infants; Learning Experience; Lesson Plans; Nutrition; Parent Education; *Parenting Skills; *Parent Role; Personality Development; Publicity; Questionnaires; Restraints (Vehicle Safety); Safety
IDENTIFIERS- Food Selection

This series of lessons aims to answer questions new and prospective parents may have about parenting and their infant. Lesson 1 discusses three stages of prenatal development, drug abuse during pregnancy, and the role of fathers. Lesson 2 points out the importance of mother's diet to the unborn child and the mother's need to dress for comfort during pregnancy. Lesson 3 helps parents make informed decisions about prenatal exercises and practical, inexpensive clothes for the infant. Lesson 4 explores pros and cons of breast-feeding and bottle-feeding, suggests developmental activities for infants, and recommends postpartum exercises for the mother. Lesson 5 covers aspects of beginning life as a family and suggests ways to perform everyday tasks of infant care. Lesson 6 describes immunizations for seven serious childhood diseases, and offers advice about selecting and properly using child seat restraints. Lesson 7 introduces a daily food guide to mothers of infants eating table food, and offers advice on how to shop for food wisely. Lesson 8 describes the parents' role in the development of the infant's personality, and provides information about clothing the older, active infant. Related materials are appended, including suggested radio scripts and news releases on several topics, and a course evaluation questionnaire. (RH)

DOCUMENT RESUME

ED 282 638 PS 016 604

Sancilio, Michael F. M.; And Others
Friendship and Aggressiveness As Determinants of Conflict Outcomes in Middle Childhood.
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Attribution Theory; *Conflict; Elementary Education; *Elementary School Students; *Friendship; Grade 3; Grade 5; Males; *Peer Relationship; *Prediction
IDENTIFIERS- *Intention

To examine the role of friendship among children involved in potential conflicts, 37 aggressive, 37 non-aggressive, and 76 "intermediate" third- and fifth-grade boys were presented with a variety of potentially conflictual situations, nine in story form and one involving a contest. Each situation involved a negative or ambiguous outcome for the subject or a peer which resulted from the "ambiguously-intended" actions of another child who was either an aggressive or non-aggressive non-friend or a friend of the subject. Findings indicated that aggressive and non-aggressive subjects did not differ in the attributions they made regarding the actor's intent in either hypothetical or actual situations; nor were friends' actions interpreted or responded to differently from non-friends'. Friendship status and peer aggressiveness influenced predicted target responses when subjects were not themselves involved in the situations, suggesting that children take these factors into account. In the contest situation, aggressive subjects were thought by their partners to have acted with more hostile intent than non-aggressive subjects. Regardless of attribution, aggressive subjects generally predicted more aggressive responses by targets, including themselves, than did non-aggressive subjects. It is concluded that the pattern of aggressive responses following non-aggressive attribution is inconsistent with a cognitively based explanation of aggressive behavior. (RH)

DOCUMENT RESUME

ED 282 652 PS 016 629

Barnes, Norine R.; Frazier, Billie H.

Child Development, Parenting and Family Issues: Publications of the Mississippi Cooperative Extension Service.

Mississippi State Univ., State College. Cooperative Extension Service.

SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 87
NOTE- 48p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; Child Abuse; *Child Development; Child Neglect; *Child Rearing; *Children; Dual Career Family; Emotional Development; Latchkey Children; One Parent Family; *Parent Child Relationship; *Parent Education; *Parenting Skills

This series of single- and double-sheet articles is designed to help parents better understand the role of parents, the skills and constraints involved in parenting, the effects of parenting on child development, and the effects of child development on parenting. The series contains a set of articles which address general aspects of parenting, discipline, parent-teen communication, and the use of a "family council" to enrich communication. Another set of articles describes emotional aspects of parent-child relations: how to communicate love to children, how to promote a positive self-concept in children, and how children experience emotions. The third set describes the social, cognitive, and physical developmental levels parents can generally expect of children at each of the first five years of life in such activities as sleeping, eating, toilet training, temper tantrums, play, cooperation, etc. The last set of articles addresses the special concerns of child abuse and neglect, self-care for children, dual career families, day care, and single parent families. Each of the articles briefly discusses the issues involved in each topic and offers recommendations to help parents cope with the responsibilities of parenthood. (BN)

DOCUMENT RESUME

ED 282 666 PS 016 645

Saarni, Carolyn
Children's Beliefs about Parental Expectations for Emotional-Expressive Behavior Management.
PUB DATE- Apr 87
NOTE- 26p.; Paper presented to the Symposium on Emotions and Relationships at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Affective Behavior; *Beliefs; *Childhood Attitudes; Children; *Cognitive Processes; Elementary Education; Parent Attitudes; *Parent Child Relationship
IDENTIFIERS- Child Expectations; Parent Expectations; Vignettes

The focus in the present study was on children's expectancies about how parents would respond to their children's genuine emotional-expressive displays, as sampled across seven different vignettes about parent-child interaction. The vignettes consisted of schematic cartoons and a verbal narrative. They contained "emotional displays" of annoyance, fear, disgust, happiness, sadness, distress, and interest. The vignettes also varied in social context: four involved people other than the child and parent figures, and three cast the child protagonist in a vulnerable position. The 85 children from grades 2, 5, and 8 who participated in the study were individually interviewed about their expectations of parental reactions to the protagonist's emotional display, and were asked for their justifications for the selected parental reactions. Few age differences were found for children's expectations. Across all age groups the majority of children reported expecting controlling parental reactions when a third party was present. However, more older than younger children expected accepting parental responses when the protagonist was in a vulnerable position. In general, when children expected controlling reactions, those reactions were justified by appeals to conventionality or the need for a change in the child's feelings or behavior. When accepting reactions were expected, justifications focused on the feelings of the protagonist or others present.

(Examples of some of the vignettes are appended.) (Author/BN)

DOCUMENT RESUME

ED 282 679 RC 016 232

Newton, Earle E.
Change in Small Rural Schools.
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Board of Education Policy; Board of Education Role; Case Studies; *Change Strategies; Community Role; *Educational Change; Elementary Secondary Education; Foreign Countries; *Organizational Theories; Politics of Education; Professional Development; *Rural Education; Rural Schools; School Administration; School Community Relationship; School Districts; *Small Schools; Student Attitudes; Superintendents; Teacher Attitudes
IDENTIFIERS- Canada

The dynamics of change processes in a rural school jurisdiction over a 5-year period were examined in relation to four specific goals: (1) to document changes since a planning study was done in 1982; (2) to determine if school program changes that had been adopted had reached the classroom according to teacher perceptions; (3) to report how the school system (Parkland School System, Saskatchewan) is organized to provide support for change and how that support is perceived by teachers and principals; and (4) to examine community-school interactions particularly through elected boards. A case study approach was used, with qualitative and quantitative information collected and analyzed throughout the period of the study and findings grouped under the headings of school-community setting, events and changes since 1981, and implementation and teachers' perceptions of support. The study identified positive environmental and leadership factors which led to adoption and early implementation of innovations in relation to computers, special education, and itinerant teachers. The changes are now being threatened by lack of integrated, sustained, pressure and support and by the likelihood that local political factors will prevent priority being given to a system perspective. (JHZ)

DOCUMENT RESUME

ED 282 693 RC 016 265

Bennett, Ruth, Ed.; Exline, Jesse
Downriver Indians' Legends.
California State Univ.-Humboldt, Arcata. Center for Community Development.
SPONS. AGENCY- California Arts Council, Sacramento.
PUB DATE- 83
NOTE- 118p.; For related documents, see RC 016 262-264.
LANGUAGE- Yurok; English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Historical Materials (060) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *American Indian Culture; American Indian Education; *American Indian Languages; *American Indian Literature; American Indians; Bilingual Instructional Materials; Cultural Awareness; *Legends; Mythology; *Native Language Instruction
IDENTIFIERS- California; Cultural Literacy; *Oral Tradition; *Yurok; Yurok (Tribe)

Yurok Indian legends in Yurok Unifon text include English translations of the entire texts in order to produce fluent reading for English speakers and a continuous text for Yurok readers. Although corresponding sentences are numbered, translation is not word-for-word or sentence-for-sentence. The five stories refer to a time when animals could talk and people and animals could communicate. Story themes include romance, disputes, and family activities; stories typically end with an account of how something in nature came to be. Animals featured are fox, raccoon, sea gull, owl, and salmon. Pen and ink drawings by a Yurok illustrator supplement the handlettered text. (LFL)

DOCUMENT RESUME

ED 282 709 RC 016 281

Bennett, Ruth, Ed.; Davis, Shan
Karuk Stories.
California State Univ.-Humboldt, Arcata. Center for Community Development.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 84
NOTE- 48p.; For related document, see RC 016 276-282.
LANGUAGE- English; Karuk
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Historical Materials (060) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *American Indian Culture; American Indian Education; *American Indian Languages; American Indians; Bilingual Instructional Materials; *Cultural Background; Elementary Secondary Education; *Legends; *Native Language Instruction
IDENTIFIERS- California; *Cultural Literacy; *Karuk; Karuk (Tribe); UNIFON Alphabet

Three illustrated stories from the Karuk Indians of northwestern California are told in free English translation and in Karuk with literal English translation. Stories tell of Bluejay who pretends to be sick to get higher pay for doctoring the person she is making sick, how the Karuk learned to kill the fattest deer, and the waterdog who kills the one he hates. (LFL)

DOCUMENT RESUME

ED 282 724 SE 048 147

Lee, Tien-Ying

The Relationships of Achievement, Instruction, and Family Background to Elementary School Science Achievement in the Republic of China.

PUB DATE- 87

NOTE- 219p.; Ph.D. Dissertation, Ohio State University.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Science; Foreign Countries; Inservice Teacher Education; National Norms; National Surveys; Predictor Variables; *School Size; Science Curriculum; Science Education; Science Instruction; *Teacher Characteristics

IDENTIFIERS- *Science Education Research; *Taiwan

This study was designed to identify the variables that are the strongest predictors of elementary school science achievement in selected schools in the Republic of China. Thirty-eight schools (2950 students) were selected for the study and were representative of large and middle size schools throughout the country. Variables investigated included: (1) student characteristics (age, sex, parental education and occupation, Chinese achievement grade, mathematics achievement grade, and science achievement grade); (2) teacher characteristics (whether the teacher had special inservice training or not); and (3) school size. Grades three, four, and five were involved. Findings indicated that home background accounted for 9-13 percent of the variance for science achievement, scholastic ability added about 20-30 percent to the variance, and previous science achievement contributed about 10-15 percent to the explained variance. Summaries are provided for each grade investigated. Appendixes include a sample science test and test guide translated from the Chinese version and extensive matrices of all variables, as well as an extensive bibliography. (ML)

DOCUMENT RESUME

ED 282 740 SE 048 163

Ohio EPA Teachers Kit.
Ohio State Environmental Protection Agency, Columbus.
PUB DATE- Feb 87
NOTE- 36p.; Document colored handout pages.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Involvement; Conservation (Environment); Elementary Education; *Elementary School Science; *Environmental Education; Field Trips; Hazardous Materials; Interdisciplinary Approach; Natural Resources; *Pollution; *Science Activities; Science and Society; Science Education; *Science Instruction; *State Agencies; Wastes
IDENTIFIERS- *Ohio Environmental Protection Agency

In an effort to provide teachers in Ohio with assistance in environmental education, the Ohio Environmental Protection Agency (EPA) has produced this teachers kit. It is designed to describe what the Ohio EPA is doing to protect Ohio's air, land, and water. The background information provides an historical account of some of the events that have taken place in the past 20 years, and describes the Ohio EPA's current efforts in the areas of air, land, and water pollution control, as well as the agency's emergency response program. This guide includes: (1) suggested projects and activities for students in the elementary grades; (2) a list of suggested field trips; (3) ideas for community participation; (4) a description of the Ohio EPA speakers bureau; (5) a list of other Ohio EPA brochures available and planned; (6) addresses and phone numbers of local air pollution control agencies; and (7) a list of other organizations and agencies involved in environmental education. (TW)

DOCUMENT RESUME

ED 282 755 SE 048 181

Vogl, Sonia Wolff; Vogl, Robert L.
Teaching Nature in Cities and Towns. Urban Outdoor Biology and Ecology.
REPORT NO.- ISBN-0-8134-2458-5
PUB DATE- 85
NOTE- 91p.
AVAILABLE FROM- Interstate Printers & Publishers, Inc., 19 N. Jackson St., P.O. Box 50, Danville, IL 61834-0050 ($8.75; educators received 10% discount on single copy and 20% discount for 2 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Biology; Botany; *Ecology; Elementary Education; *Elementary School Science; Environmental Education; Field Instruction; *Outdoor Activities; Physical Environment; *Science Activities; Science Education; *Science Instruction; *Urban Environment

Developed to assist teachers in the teaching of outdoor biology and ecology, this guide contains lessons that can be conducted in an urban environment for elementary level students. Each lesson begins with thought-provoking introductory questions which lead into the actual activity, and concludes with discussion questions and suggestions for additional activities. Major sections address the topics of: (1) surveying the site (including introductory activities on the environment, soil, and water); (2) plants in the city (containing lessons on trees, weeds and grass, small plants and experiments with plants); (3) animals in the city (focusing on birds, insects, mammals, and animal adaptations); and (4) studying and building communities (consisting of activities with aquaria, terraria, mini-habitats, and local ecosystems). (ML)

ED 282 363 EC 192 450

Orton, Christine
Integration in Education: The Way Forward. 1981 Education Act Conference Report (London, England, July 6, 1985).
Centre for Studies on Integration in Education, London (England).
PUB DATE- 86
NOTE- 17p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Educational Philosophy; Elementary Secondary Education; Foreign Countries; *Mainstreaming; *Normalization (Handicapped); Parent Attitudes; Parent Role; *Special Education
IDENTIFIERS- *Great Britain

The report presents major presentations given at a 1-day conference on integration of the handicapped in British schools attended by parents, teachers, social workers, psychologists, and education officers. In the first presentation, M. Vaughan presents philosophical and practical arguments which support eliminating the segregation of children with special needs into separate schools and units. In the next paper, R. Kidd, head of a special school for children with severe learning disabilities, reports on the successful transfer of half of the school's population of physically and mentally handicapped children to nearby regular schools. Next, E. Arrondelle, mother of a Down Syndrome child, describes her family's difficulties in obtaining ordinary school education for the child. Finally, D. Mongon proposes establishment of a national education service which will merge the principle of integration with the principle of comprehensive schooling. Major issues considered in discussion groups are summarized and include identification of preschool priorities, the role and rights of parents, practical ways to implement integration, and the need for immediate implementation of the integration philosophy by all. (DB)

ED 282 378 EC 192 722

Cassidy, Eileen M.; And Others
The "Parents Training Parents" Program. Evaluation Report 1984-1986.
CAUSE, Inc., Lansing, MI.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 86
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; Communication Skills; *Disabilities; Elementary Secondary Education; Outreach Programs; *Parent Education; Parent Participation; *Parent School Relationship; *Parent Workshops; *Special Education
IDENTIFIERS- Michigan; *Parents Training Parents Program

This report presents the results of an evaluation of the 2-year operation of Michigan's Parents Training Parents Program, which provides parents of handicapped children with knowledge, skills, information, and support to obtain increased and improved services for their children. Staff and volunteers (all parents of handicapped children) provide individual assistance, resource and referral assistance, parent training workshops, and public outreach activities. Evaluation data were collected from several sources, including evaluation forms for parent training workshops, individual assistance intake forms, program presentation forms, and a telephone follow-up survey. Results indicated that parent trainer contacts, primarily related to support, consultation, and scheduling the first year, increased in the individual assistance area in the second year. A total of 57 workshops reached 1,187 parents and 240 professionals, most of whom favorably evaluated both the workshop content and the parent trainers' presentations. Individual assistance services were used by 1,259 persons, changing from primarily workshop-related inquiries the first year to individual assistance requests the second year. Public information efforts included articles in special interest newsletters, television and radio appearances, news releases, and brochures. Appendices list program contributors and some comments from workshop evaluations. (CB)

ED 282 392　　　　　　　　　　　　　　　EC 192 736

Kappel, Bruce; Ioannou, Miria
Making A Difference: What Communities Can Do To Prevent Mental Handicap and Promote Lives of Quality. Volume V: Lights, Camera, Action.
National Inst. on Mental Retardation, Toronto (Ontario).
REPORT NO.- ISBN-0-920121-24-1
PUB DATE- 86
NOTE- 34p.; For Volumes I-IV, see EC 192 732-735.
AVAILABLE FROM- National Institute on Mental Retardation Publications, Kinsmen NIMR Building, 4700 Keele St., Downsview, Ontario, Canada M3J 1P3 ($20.00 for the set of 5 plus $2.00 for postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Agents; Civil Liberties; Community Programs; Foreign Countries; *Government Role; Legislation; *Mental Retardation; *Needs Assessment; *Policy Formation; *Prevention; Quality Control
IDENTIFIERS- *Canada

The fifth of five volumes on the means by which Canadian communities can reduce the incidence of mental retardation, minimize existing impairment, and improve the quality of life of the mentally retarded, this booklet focuses on issues raised by the first four volumes, discusses the current system of support and services in Canada, and offers recommendations. After an introduction, sections deal with the following topics: the nature of handicapping conditions and circumstances; rights and responsibilities; current conditions and possibilities; rights and values; the mandate and agenda; planning; funding (the Canada Assistance Plan, the Vocational Rehabilitation of Disabled Persons Act); assuring quality (the role of government); support circles and brokers; community members and professionals; characteristics of people who influence change; where changes are happening and where they should be happening. (DB)

ED 282 408 FL 016 697

Gross, Susan; Kirshstein, Rita
Evaluation of the ESOL/Bilingual Program: Phase III. A Further Analysis of the High School Program of Services.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Apr 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; *Bilingual Education Programs; Educational Objectives; Education Work Relationship; *English (Second Language); High Schools; *Intensive Language Courses; Limited English Speaking; Mathematics Instruction; *Program Effectiveness; Program Evaluation; *School Holding Power; Science Instruction; Second Language Programs; Social Studies
IDENTIFIERS- Content Area Teaching; *Maryland (Montgomery County)

Evaluation of a county system of intensive language instruction in special language centers, including subject-area instruction in social studies, science, and mathematics, for limited-English-speaking high school students found improvement in program consistency, retention, enrollment, and completion. The program was found to be helpful to students both in further schooling and in the work world, with the majority of graduates continuing education and planning careers in popular professional fields. About one-fourth of the graduates felt underprepared to handle regular English language subject-area classes or to write English on the job, with recent graduates more positive about their preparation than earlier graduates. Students currently served by the intensive language centers were likely to spend most of their time as English-as-a-second-language or bilingual program students, since the number of courses offered for credit toward graduation has been substantially increased. Further examination of the comparability of intensive language program and mainstream program results and monitoring of the progress of mainstreamed program participants are recommended. (MSE)

ED 282 424 FL 016 715

Kreeft, Henk; Sanders, Piet
Model Responses for Examinations with Open-Ended Questions.
PUB DATE- May 83
NOTE- 13p.; In: van Weeren, J., Ed. Practice and Problems in Language Testing 5; see FL 016 706. Small print in figures may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dutch; Evaluation Methods; Evaluators; Foreign Countries; *Interrater Reliability; *Language Tests; Models; *Native Language Instruction; *Reading Comprehension; *Reading Tests; Second Languages; Standardized Tests; Test Format; Testing Problems; *Test Items; Uncommonly Taught Languages
IDENTIFIERS- *Netherlands

In the Dutch national examinations, reading comprehension tests are used for all languages. For the native language, reading comprehension is tested with reading passages and related questions to which the test-taker provides his own response, not choosing from a group of alternatives. One problem encountered in testing with these items is interrater reliability. In recent studies, raters have been provided with model responses, in more or less detailed forms, and the ratings on actual examinations have been analyzed. One major conclusion of the research has been that the influence of the raters' own standards was not controlled by the model responses provided. No matter how detailed the model responses were, the interrater reliability on those "open-ended" items was always rather low. Further research on how to control the influence of the raters' own standards is needed. Selecting and training raters for the national examinations might be appropriate. (MSE)

ED 282 440 FL 016 739

Roberge, Claude
Hearing Foreign Languages through Low Frequencies.
PUB DATE- Nov 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers International Conference on Language Teaching and Learning (Seirei Gakuen, Hamamatsu, Japan, November 22-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auditory Discrimination; *Auditory Perception; Auditory Stimuli; English (Second Language); *French; Hearing Impairments; *Hearing Therapy; Intonation; *Language Rhythm; Mandarin Chinese; Second Language Learning; Second Languages; Stress (Phonology); *Suprasegmentals; Uncommonly Taught Languages; Young Adults
IDENTIFIERS- Japanese People

A study to assess the feasibility of the use of low frequencies for teaching foreign language to the hearing impaired is described. The subjects were unimpaired Japanese students, aged 18 and 19, in beginning French language study. Recorded sentences translated into English, French, and Mandarin Chinese were combined in various ways and presented to the students through filters eliminating frequencies above 300 Hz. The filters allowed only prosodic features such as rhythm, intonation, pauses, and accentuated versus non-accentuated syllables to be perceived, without phonemes or meaning. Subjects were given some training in low-frequency listening. Results show that perception of the Chinese language was better than that of English or French, but also that in all languages, significant low-frequency perception of prosodic features occurred. This suggests that perception of information transmitted at low frequencies could develop naturally and could perhaps be further developed by external means. (MSE)

ED 282 455 FL 016 754

Mackey, William F.
Problemes de l'enseignement de la langue seconde standard pour les minorites culturelles (Problems in Standard Second Language Teaching for Cultural Minorities).
PUB DATE- 87
NOTE- 11p.; In: Blanc, Michel, Ed.; Hamers, Josiane F., Ed. Theoretical and Methodological Issues in the Study of Languages/Dialects in Contact at Macro- and Micro-Logical Levels of Analysis; see FL 016 743.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; *Educational Objectives; *Educational Strategies; *Ethnic Groups; Ethnicity; Foreign Countries; Literacy; Native Language Instruction; *Official Languages; *Second Language Instruction; Second Language Learning; Standard Spoken Usage; Student Placement
IDENTIFIERS- *Language Contact

Second-language and native-language methodologies are equally inappropriate as a foundation for the language training of cultural minorities. Second-language methodologies are based on the assumption that the language is to be acquired in school, as either a subject or a school activity. The relationship between teaching and learning is taken for granted, as is the existence of levels of competence acquired in school and related to age-grade learning progression from year to year. Language minorities of the same age-grade level enter school with extra-scholastically acquired competence in the second language that ranges individually from incipient to native-like. However, few can be classed in the same age-grade level as unilinguals for whom the language is native, since entire areas of their conceptual universe may exist only in their other language. Yet their combined language repertoire may be sufficient in their bicultural environment. The function of the school may be to enrich each of these repertoires, making the bilinguals biliterate while teaching them to keep their two or more languages separate. (An English abstract accompanies this paper.) (Author/MSE)

ED 282 469 HE 020 208

Shingleton, John D.; Scheetz, L. Patrick

Employment Survey of Michigan College Graduates: Report of Destinations, Average Starting Salary, and Unemployment 1984-85 (All Degree Levels).

Michigan State Univ., East Lansing. Placement Services.

PUB DATE- 25 Jun 86
NOTE- 55p.
AVAILABLE FROM- Michigan State University, Placement Services, 113 Student Services Building, East Lansing, MI 48824.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bachelors Degrees; *College Graduates; Comparative Analysis; *Doctoral Degrees; *Employment Patterns; Graduate Study; Graduate Surveys; Higher Education; *Majors (Students); *Masters Degrees; Private Colleges; Public Colleges; Salaries; Specialization; State Surveys; Unemployment
IDENTIFIERS- *Michigan

Follow-up data on 1984-1985 graduates of 15 Michigan public and private institutions are reported for the bachelor's, master's, and doctoral levels. For each field of study, data are provided on the number of degrees conferred by public and private institutions. The survey data are compared with data from the Michigan Department of Education. For each of degree level and field of study, data are provided on the percent that are: employed full-time, employed in Michigan, employed in other states, unemployed, and in graduate school. Additional tables cover: average monthly and yearly starting salary for graduates by degree and field of study. It was found that the percentage of graduates in full-time employment and graduate school varied widely across and within major curriculum areas. Engineering, computer science, health services, and special education majors were among the areas where the highest percentage of graduates found full-time employment. Bachelors's graduates from specialized fields such as veterinary medicine, audiology, physiology, and biochemistry were more likely to continue their education in graduate school. Technical, health services, and profession (e.g., law) areas commanded the highest starting salaries. (SW)

ED 282 497 HE 020 324

Veterinary Medical Education in Florida. Report and Recommendations of the Postsecondary Education Planning Commission, Report No. 3, 1987.

Florida State Postsecondary Education Commission, Tallahassee.

PUB DATE- 19 Feb 87
NOTE- 70p.; Prepared in Response to Specific Appropriation 521 of the 1986 General Appropriations Act (Chapter 86-167, Laws of Florida).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Curriculum; Degrees (Academic); Enrollment Trends; Higher Education; *Labor Supply; Minority Groups; State Boards of Education; *State Colleges; *Statewide Planning; *Veterinary Assistants; *Veterinary Medical Education; Veterinary Medicine
IDENTIFIERS- *Florida; University of Florida

A report on veterinary medical education in Florida and the need for veterinary care in Florida is presented. Overviews of the veterinary profession and veterinary medical education are also given, including the areas of history, careers in the field, licensure, salaries, animal disease research, accreditation, curriculum, enrollment, educational contracts, and tuition and fees. Information on the labor market for veterinarians in the United States, the South, and Florida is presented. There is information on the University of Florida's veterinary education program, with attention to admissions, the curriculum, degrees, the veterinary medical teaching hospital and educational facilities, minority access and retention, faculty, and continuing education and extension services. Consideration is also given to the veterinary technician profession, earnings in private practice, the nature of veterinary technology education, and veterinary technolgy programs in Florida. The issue of the large number of veterinarians who are trained in foreign veterinary schools and who seek licensure by examination in Florida is also addressed. (SW)

ED 282 511 HE 020 496

Jones, Dennis P.; Ewell, Peter T.

Accountability in Higher Education: Meaning and Methods.

National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 31 Jan 87
NOTE- 63p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Educational Assessment; *Evaluation Methods; Government School Relationship; Higher Education; Public Policy; *School Effectiveness; *State Government
IDENTIFIERS- *AAHE Assessment Forum; *Colorado

This white paper on educational accountability was written in response to a request from the Colorado Commission on Higher Education (CCHE). Of major concern in this study of accountability are the distinctions between system-level and institutional-level obligations. The concept of accountability is developed and related to other important processes, such as master planning, institutional role and mission definition, program review, resource allocation, and governance. Factors that make accountability requirements different for institutions with different missions are also covered. Specific requirements for accountability processes and related state agency functions in Colorado are addressed, with attention to a variety of Colorado statutes and procedures. Included are recommendations to CCHE concerning: system-level accountability, institutional action on selected statewide priorities, institutional accountability processes, and institution-level action. Appended is information on the kinds of methods available to assess effectiveness dimensions at the institutional and state/system levels. (SW)

ED 282 525 IR 012 669

Zacher, Candace M.

Design & Delivery of Training for a State-Wide Data Communication Network.

PUB DATE- 87

NOTE- 9p.; Paper presented at the Annual Conference of the Association for the Educational Communications and Technology (Atlanta, GA, February 26-March 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Agricultural Education; *Computer Networks; Data Processing; Electronic Mail; Extension Agents; Flow Charts; Higher Education; Information Networks; *Instructional Design; Needs Assessment; State Programs; *Training; *Users (Information)

IDENTIFIERS- Agricultural Information; *Fast Agricultural Communications Terminal; Purdue University IN

This report describes the process of development of training for agricultural research, teaching, and extension professionals in how to use the Fast Agricultural Communications Terminal (FACTS) computer network at Purdue University (Indiana), which is currently being upgraded in order to utilize the latest computer technology. The FACTS system is designed to provide cost-effective and timely communication among extension workers throughout the state of Indiana and specialists on the university campus; provide county extension offices with a tool for local data management; and extend the teaching potential of extension specialists through the development of educational and problem-solving software. A primary objective of this project is to establish an approach to training development that will be successful with this end-user audience. The following phases of the development process are described in this report: (1) determine present and future computer automation requirements and training needs; (2) state overall goals of training and create training plan; (3) communicate results of needs survey and training priorities; (4) establish Project Review Panels for training projects; (5) analyze content for training and define objectives with panel; (6) design the training; and (7) implement computer training. A flowchart of the development process and a list of potential pitfalls in developing training are included. (MES

ED 282 539 IR 012 688

Computer Courseware Evaluations, April 1986 to December 1986. Volume VI.

Alberta Dept. of Education, Edmonton. Curriculum Branch.

REPORT NO.- ISBN-0-920794-49-1
PUB DATE- 87
NOTE- 136p.; For the March 1986 edition of this report, see ED 275 308.
AVAILABLE FROM- Learning Resources Distributing Centre, Alberta Education, 10410-121 Street, Edmonton, Alberta, Canada T5N 1L2 ($3.00, Canadian funds).
LANGUAGE- English; French
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Education; Computer Literacy; *Computer Software Reviews; *Courseware; Elementary Secondary Education; Evaluation Methods; Foreign Countries; French; *Language Arts; Library Instruction; Mathematics Instruction; *Microcomputers; Problem Solving; Word Processing
IDENTIFIERS- Alberta; Spreadsheets

The sixth in a series, this report reviews microcomputer courseware authorized by the Alberta Department of Education from April 1986 through December 1986. (Although earlier publications in this series were cumulative, this edition and the fifth edition contain only new or revised reports.) This edition provides detailed evaluations of 39 authorized programs for teaching business education and sciences commercials, computer science/computer literacy, Francais and French language arts, language arts, library skills, mathematics, and problem solving. Several of the programs are in French, and both English and French subject indexes are provided as well as an index in which the titles appear in the original language; evaluations are written in the language of the program. Each evaluation includes the program title; author; producer(s); address; telephone number; grade level; contents; topics; components; hardware requirements (30 of the programs are for Apple microcomputers and seven for IBM PC/XT/AT); other formats available (not evaluated); year produced; cost; subject area; and display language. Also included are objectives; descriptions and evaluations of content, instructional format, the technical system, technical characteristics, and implementational support; a summation of the evaluation; the status of the program (basic,

recommended, or supplementary); and purchase information. (MES)

ED 282 554 IR 012 703

Brochet, Madge Grant, Ed.
Effective Moderation of Computer Conferences: Notes and Suggestions.
PUB DATE- Jun 86
NOTE- 19p.; This material is part of the proceedings of the Ontario Universities Computing Conference (17th, Guelph, Canada, June 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conferences; Guidelines; Participant Characteristics; *Participation; Program Effectiveness; *Teleconferencing
IDENTIFIERS- Agendas; *Conference Moderators

The role of the computer conference moderator and suggestions for effective conference moderation are presented in this paper, which covers the following points: (1) opening statement; (2) agenda and topics to be discussed; (3) invitations to participants; (4) conference duration; (5) hands-on training for participants; (6) selection of participants; (7) necessary number of participants; (8) equipment availability; (9) network connections; (10) definition of "success" in a particular conference; (11) steering the conference; (12) stimulating discussion; (13) adding new topics to the agenda; (14) group decision making; (15) copyright; (16) financial constraints; (17) keeping on target; (18) troubleshooting; (19) comfort levels; and (20) managing censorship. These topics are divided into four loosely defined categories which reflect the life cycle of a conference--beginnings, introductory stages, the mature conference, and wrap-up. Roles identified for the moderator include organizer, goal-setter, discriminator of useful or useless ideas, host, pace setter, explainer, and entertainer. (MES)

Larson, Jeanette
Animal Antics. Program Guide for the Texas Reading Club, 1987.
Texas State Library, Austin. Dept. of Library Development.
PUB DATE- 87
NOTE- 99p.; For the 1986 program guide, see ED 273 283; for a planning handbook for reading clubs, see IR 051 935.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Animals; Annotated Bibliographies; *Childrens Literature; Elementary Education; Films; Group Activities; *Handicrafts; Library Planning; *Library Services; *Program Development; *Public Libraries; *Reading Programs; Recreational Reading; State Programs
IDENTIFIERS- *Texas Reading Club

Developed for the Texas Reading Club, a program sponsored cooperatively by local libraries and the Texas State Library and designed to encourage children and their parents to read and to use the library, this guide is intended to inspire program ideas, including activities, crafts, books, and audiovisuals, appropriate to the Reading Club's 1987 program theme, "Animal Antics." Most of the guide's activities are best suited for readers in grades one through six. The Texas Reading Club is briefly described; program ideas and crafts are discussed; a calendar suggesting special days for animal-related activities is provided; and weekly themes and activities, including diagrams and patterns for crafts, are presented for an 8-week program. Following the weekly activity suggestions, an annotated bibliography lists both general sources and fiction, non-fiction, and picture books specifically related to each week's theme and activity. Annotated listings are also provided of 16mm films, organizations from which additional information may be obtained, periodicals, and speakers relevant to the "Animal Antics" theme. A list of commercial suppliers of items that could be used in the reading program and three pages of clip art designs are also provided. (KM)

ED 282 624 PS 016 506

Straatman, Marcelle; Lindauer, Shelley
Oregon's Children: Becoming a Parent, Letter 1 and Fascinating Preschoolers, Letter 1.
Oregon State Univ., Corvallis. Cooperative Extension Service.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- Accident Prevention; *Attachment Behavior; *Individual Development; *Infants; *Parent Education; Parent Materials; Parents; Personality; *Preschool Children; *Safety

These "letters for parents" offer information about becoming a parent and the characteristics of preschool children. The first letter focuses on the transition to parenthood, bonding and attachment, and the infant's temperament. The second letter describes 3-, 4-, and 5-year-olds and offers advice about practicing safety. (RH)

ED 282 625 PS 016 523

Griesel, R. D.; Richter, L. M.
The Influence of Family Background on the Growth and Development of Black Preschool Children in South Africa. Report No. 86-07.
South Africa Univ., Pretoria. Inst. for Behavioral Sciences.
PUB DATE- Jul 86
NOTE- 22p.; Paper presented at the World Congress of the World Organisation for Early Childhood Education (18th, Jerusalem, Israel, July 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

ED 282 639 PS 016 606

Nottelmann, Editha D.; And Others

Concurrent and Predictive Relations between Hormone Levels and Social-Emotional Functioning in Early Adolescence.

PUB DATE- 24 Apr 87
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Emotional Development; *Physiology; *Predictor Variables; Sex Differences; *Social Development
IDENTIFIERS- *Early Adolescents; *Hormones

Hormone levels and changes in hormone levels were evaluated three times across a 1-year period as concurrent and predictive correlates of the socio-emotional functioning of 56 boys 10- to 14-years-old and 52 girls 9- to 14-years-old who represented the five stages of Tanner's criteria of pubertal development. The hormone measures were serum levels of gonadotropins, sex steroids, adrenal androgens, and corticosteroid. An additional measure was testosterone-estradiol binding globulin. The measures of adolescent social-emotional functioning were based on adolescent questionnaire and interview self-reports on psychological functioning (impulse control, emotional tone, body- and self-image, and self-esteem); social functioning (social relationships, morals, family relationships, and social competence); and anxiety, depression, and affective/neurotic symptoms. Concurrent hormone-behavior relations were more likely to replicate for boys than for girls. Concurrent relations were stronger than predictive relations for boys, but of similar strength for girls. The best predictor of social-emotional functioning at Time 3, for boys, was timing of maturation based on pubertal stage at Time 1 and, for girls, the rate of change in hormone levels from Time 1 to Time 3. (RH)

ED 282 694 RC 016 266

Parsons, Tom, Ed.; And Others
Hupa Language: Literature and Culture. Third Edition.
California State Univ.-Humboldt, Arcata. Center for Community Development.
PUB DATE- Apr 74
NOTE- 63p.; Some pages may not reproduce well due to marginal legibility. Printing courtesy of the Bureau of Indian Affairs, Hoopa Area Office. For related documents, see RC 016 267-275. Best copy available.
LANGUAGE- Hupa; English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- American Indian Culture; *American Indian Education; *American Indian Languages; *Basic Vocabulary; Bilingual Instructional Materials; Cultural Education; Definitions; Elementary Secondary Education; Language Maintenance; *Legends; Mythology; *Native Language Instruction; Phonemic Alphabets; Reading Materials
IDENTIFIERS- *Cultural Literacy; *Hupa; Hupa (Tribe); UNIFON Alphabet

One in a series of materials developed to revive the Hupa language and renew knowledge of Hupa culture, this lexicon includes vocabulary, phrases, and stories in Hupa and English. The major portion of the document is an English-Hupa lexicon of basic vocabulary listed alphabetically by the English words. In addition to the Hupa and English terms, notes in English offer further explanation such as the information that angelica root is used for medicine in ceremonial dances and that the literal translation of the Hupa word for blue jay would be "up jumps limb to limb." Following the basic lexicon are seven lists of terms specific to Hupa culture in the categories of geography (ceremonial sites, villages, town and place names), number system, money system, calendar, baskets and tools, flora, and wildlife (birds, marine life, land animals). Following the vocabulary lists are six pages of frequently used expressions and phrases. The documents is completed by five stories in Hupa with English translations: "Medicine for Making Infants Grow Fast," "Toad Story," "Gooseberry Place Brush Dance," "Medicine for Making Baskets," and "Origin of Fire." (JHZ)

ED 282 710 RC 016 282

Bennett, Ruth, Ed.; And Others
Karuk Stories #2.
California State Univ.-Humboldt, Arcata. Center for Community Development.

PUB DATE- 84
NOTE- 36p.; For related documents, see RC 016 276-281.
LANGUAGE- English; Karuk
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Historical Materials (060) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *American Indian Culture; American Indian Education; *American Indian Languages; American Indians; Bilingual Instructional Materials; *Cultural Background; Elementary Secondary Education; *Legends; *Native Language Instruction
IDENTIFIERS- California; *Cultural Literacy; *Karuk; Karuk (Tribe); UNIFON Alphabet

Three illustrated stories from the Karuk Indians of northwestern California are told in free English translation and in Karuk with literal English translation. English and Karuk Unifon alphabet charts are provided. Stories tell of seasonal migration of the mockingbird and the swamp robin, coyote's quest for the sun and how he determined the sun's path, and the origin of coyote's song. (LFL)

SE

ED 282 725 SE 048 148

Treagust, David F.; And Others
Bridging Programs for Aborigines Wishing to Study Science and Mathematics in Higher Education.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Mathematics; College Preparation; *College Science; Foreign Countries; Higher Education; Mathematics Education; Mathematics Instruction; *Minority Groups; Science Curriculum; Science Education; Science Instruction; *Science Programs; Supplementary Education; *Transitional Programs
IDENTIFIERS- *Aboriginal People; *Australia

Most Aboriginal people in Australia lack the background qualifications to enter higher education courses in science and mathematics. In 1984, the Western Australian Institute of Technology (WAIT) (now Curtin University of Technology) developed a project which created and evaluated bridging courses for Aboriginal people seeking to gain access into mathematics and science programs at the higher education level. This paper describes the WAIT project, which jointly involved WAIT's Centre for Aboriginal Studies and Science and Mathematics Education Centre. Explanations are provided of the project's: (1) four phase approach; (2) model of the bridging program; (3) course structure; (4) instructional materials; (5) evaluation; (6) current status; and (7) future directions. (ML)

ED 282 741 SE 048 164

Greenwald, Martin
Wind Energy Conversion Systems. A Unit of Instruction.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.; Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
REPORT NO.- EG-1043
PUB DATE- Nov 82
NOTE- 169p.; For other guides in the series, see SE 048 158 and SE 048 161.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alternative Energy Sources; Appropriate Technology; *College Science; Energy Education; Higher Education; *Power Technology; *Science Activities; Science Education; Science History; *Science Instruction; Secondary Education; *Secondary School Science; Technical Education; Vocational Education; *Wind Energy
IDENTIFIERS- *Wind Generators

The number of secondary schools, colleges, and universities offering courses in wind energy machine construction, repair, and installation, continues to increase. It is the purpose of this unit to include the study of wind energy conversion systems (WECS) as an integral part of related vocational and technical curriculum materials. The unit's overview identifies the major concepts to be covered and gives a brief description of the subject matter related to each concept. The major topics addressed in the document are: (1) an historical analysis of wind energy; (2) basic theory; (3) site analysis; (4) machine design fundamentals; (5) support structures; (6) wind energy utilization; and (7) related factors. The concept outline overview lists all of the concepts covered, along with suggested teaching times. Educational objectives and suggested instructional strategies are provided for each topic. An evaluation section provides techniques designed to measure the degree to which the objectives have been accomplished. A bibliography of other publications and audio-visual materials is provided, along with 29 overhead transparency masters that are referenced for use with certain instructional activities. (TW)

ED 282 756 SE 048 182

Smith, Mike U.; Waterman, Margaret A.
Categorizations of Classical Genetics Problems by Successful and Unsuccessful Problem Solvers.
PUB DATE- 25 Apr 87
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Cognitive Processes; *College Science; *Genetics; Higher Education; Learning Strategies; *Logical Thinking; *Problem Solving; Science Education; Science Instruction; Skill Development
IDENTIFIERS- *Science Education Research

Characteristics of successful and unsuccessful problem solvers in categorization tasks are examined in this study of undergraduate students. Findings are reviewed of the categorization and solution tasks undertaken by a group (N=21) of science majors at a private university. The subjects were classified as either successful or unsuccessful in their efforts as problem solvers with classical genetics tasks. It was found that having a mental framework for categorizing problems according to similarities in the way they can be solved contributed to problem-solving success. It was suggested that successful genetics probelm solving involves not only the ability to recognize the genetics concept underlying the problem, but also the ability to recognize the appropriate approach to solving the problem. Detailed tables summarize the data from the study. (ML)

ED 282 483 HE 020 298

Scholarship and Fellowship Expenditures. OERI Historical Report.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-316
PUB DATE- Nov 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Expenditures; *Fellowships; Grants; Higher Education; Private Colleges; Public Colleges; *Scholarships; State Surveys; *Student Financial Aid; Two Year Colleges
IDENTIFIERS- Higher Education General Information Survey; *Pell Grant Program

College and university expenditures for scholarships and fellowships between 1983 and 1984 are reported based on findings of the Financial Statistics of Institutions of Higher Education survey, which is part of the Higher Education General Information Survey (HEGIS) data collections. Colleges increased by 13.4% their scholarship and fellowship expenditures from fiscal years 1983 to 1984. Private colleges accounted for nearly half of all expenditures even though they have only about 25% of total full-time equivalent (FTE) enrollments. Four-year and above institutions accounted for 84% of total scholarship and fellowship expenditures in both fiscal years. Pell Grant expenditures reported by colleges increased 14.2%, while other scholarships and fellowships increased 12.9%. Information is included on restricted and unrestricted expenditures. Restricted expenditures come from an entitlement program (e.g., Pell Grants) and must be spent on scholarships and fellowships. Unrestricted scholarship and fellowship expenditures are funds over which colleges have discretionary control. Data are provided by state on the amount of scholarship and fellowship expenditures broken down by level and control of institution. (SW)

ED 282 584 IR 051 953

Lazinger, Susan S.; Shoval, Peretz
Prototyping a Microcomputer-Based Online Library Catalog. Occasional Papers Number 177.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- Mar 87
NOTE- 52p.
AVAILABLE FROM- Graduate School of Library & Information Science, Publications Office, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Case Studies; *Computer Software; Foreign Countries; Higher Education; Information Systems; *Library Automation; Microcomputers; Models; *Online Catalogs; Research Methodology; *Systems Analysis; *Systems Development; User Satisfaction (Information)
IDENTIFIERS- dBase II; *Hebrew University of Jerusalem (Israel); *Prototypes

This report examines and evaluates the application of prototyping methodology in the design of a microcomputer-based online library catalog. The methodology for carrying out the research involves a five-part examination of the problem on both the theoretical and applied levels, each of which is discussed in a separate section as follows: (1) a discussion of the standard life cycle in information systems development, particularly library systems development, as defined in the literature; (2) a definition of prototyping as perceived in some of the more recent literature of systems development, a discussion of the two distinct types of prototyping in use in software engineering, and a presentation of the model of prototyping roles; (3) adaptation of the model of prototyping roles to the specific configuration in the presence of which prototyping is suggested as a design methodology for a microcomputer-based online library catalog; (4) analysis of the use of prototyping methodology in the design of a microcomputer-based catalog in the Library of the Graduate Library School of Hebrew University; and (5) an evaluation of prototyping as a viable systems development methodology for libraries. The text is supplemented by two tables and five figures, and 107 references are provided. (KM)

ED 282 597 JC 870 229

Policy Statements for the Associate Degree, the Associate in Applied Science Degree, and the Associate Degree in Nursing.

American Association of Community and Junior Colleges, Washington, D.C.

PUB DATE- Apr 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Standards; *Associate Degrees; College Curriculum; Community Colleges; *Degree Requirements; National Organizations; *Nursing Education; Policy Formation; Position Papers; Two Year Colleges; Undergraduate Study
IDENTIFIERS- *Associate in Applied Science Degrees

The policy statements contained in this document present the position of the American Association of Community and Junior Colleges (AACJC) on the Associate Degree, the Associate in Applied Science Degree (AAS), and the Associate Degree in Nursing. In its statement on the Associate Degree, the AACJC: (1) stresses the responsibility of faculty and academic staff to design, monitor, and evaluate associate degree programs; (2) recommends that the titles of Associate in Arts and Associate in Science be used without further designation, but that the AAS degree be further designated to denote special fields such as computer technology or law enforcement; (3) suggests that the names used for associate degrees be limited to the above three; and (4) recommends that institutions create their own oversight bodies and that self-evaluation be encouraged over evaluation by state or federal agencies. The statement on the AAS degree, concentrates on the scope, form, and image of the degree. It lists 14 criteria for excellence, which stress the importance of program content, articulation between employers of AAS degree graduates and the educational institution, flexibility of structure to allow for exit and re-entry, support of student services, and efforts towards creating a positive image of occupational education. The final statement on the Associate Degree in Nursing discusses the problems in proposals made by the American Nursing Association (ANA) to change the skills and knowledge required for the licensing of nurses. The statement lists 10 deleterious effects of such proposals if implemented, and presents a resolution supporting the current educational requirements for licensure and opposing the implementation of the ANA proposals. (PAA)

ED 282 611 JC 870 265

Bowen, Frank M.; Glenny, Lyman A.
Statewide Organization of the California Community Colleges: A Report to the Commission for the Review of the California Master Plan for Higher Education on the Organization of the California Community Colleges.
California State Commission for the Review of the Master Plan for Higher Education, Sacramento.
PUB DATE- 2 Dec 86
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Administration; *College Planning; *Community Colleges; Educational Assessment; Educational Objectives; *Governance; Governing Boards; Government Role; *Organizational Effectiveness; State Boards of Education; State Colleges; State School District Relationship; State Surveys; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

Developed under mandate by the Master Plan Commission, this report reviews the organization and governance of the California community colleges and offers recommendations regarding structures and processes. Part I provides an introduction to the need for the study of governance and organizational problems and offers a summary of findings drawn from a document review, interviews, and a survey of trustees, faculty, and administrators. Part II discusses the history of the colleges; examines organizational "systems" and "controls" in general; lists the specific organizational options available; and recommends explicit recognition of the California Community College System. Part III reviews critical attributes or elements of organizational systems; and recommends the enhancement or establishment of a consultation system, an information system, fiscal and academic accountability systems, and a planning system. Part III also offers observations on five issues or problems (i.e., the composition and selection of district trustees, composition of the Board of Governors, collective bargaining, state funding mechanisms, and the delineation of state board and local district functions). Part IV offers a brief conclusion. Information on study methodology and the survey instrument are appended. (EJV)

ED 282 653 PS 016 631

Denham, Susanne A.
Preschoolers' Mothers' Expression of and Coping with Emotion.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Behavior Rating Scales; Classroom Observation Techniques; Coping; Diaries; *Interpersonal Competence; Interviews; Mother Attitudes; *Mothers; *Peer Relationship; *Preschool Children; Preschool Education; *Social Cognition; Sociometric Techniques

The study aims to answer the following questions: (1) What emotions do mothers show in their preschoolers' presence? (2) What are their children's reactions to these emotional displays? (3) How do mothers cope with these feelings? (4) How do mothers evaluate these incidents? (5) Do mothers' methods of coping predict children's adjustment? Twenty children between the ages of 31 and 54 months and their mothers participated in this study. Children's social-emotional competence was assessed by way of a puppet task, classroom observations, teacher ratings, and sociometric techniques. Mothers' emotional displays with their children present and methods of coping were assessed by a diary technique and a semi-structured interview. Results indicated that mothers' frequency of happiness, lower frequency of anger and tension, and explanation of negative emotions were related to social-emotional competence variables of their children. Mothers' apologies for displaying negative emotions were more complex in their relation to social-emotional competence. Mothers who reported that anger could be beneficial had children who exhibited deficiencies in social-emotional competence. Further research should focus on the effects of mothers' discrete emotions on young children's expression of, understanding of, and reaction to emotions. (Author/BN)

ED 282 667 PS 016 646

Finello, Karen M.; And Others

Early Development of the Low SES Infant Weighing Less Than 1001 Gram at Birth.

PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
AVAILABLE FROM- Karen M. Finello, Ph.D., Newborn Division, Women's Hospital L9-19, 1240 N. Mission Road, Los Angeles, CA 90033.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; *Biological Influences; *Birth Weight; Followup Studies; *Hispanic Americans; *Individual Development; *Infants; *Poverty; Social Influences; Undocumented Immigrants
IDENTIFIERS- *Developmental Patterns

To evaluate outcomes in infants of very low birth weight born in 1982-83 to families of extremely low socioeconomic status (SES), 33 infants who weighed less than 1001 grams at birth and survived the nursery period were followed for 1 year. The sample was 79 percent Hispanic and 58 percent female. Mean birth weight was 868 grams and mean gestational age was 28.5 weeks. Two infants died following discharge and six could not be located. Sixty percent of the developmental scores on the Gesell Schedules (n=22) at 40 weeks corrected chronological age (CCA) or the Bayley Scales of Infant Development (n=3) at 13 months CCA fell within normal range and 36 percent were in the abnormal range. Neurologically, 46 percent of the sample were functioning within normal range by the end of the first year, 36 percent were abnormal, and the remainder showed some indication of possible problems. Forty-one percent had weights below the tenth percentile and four infants were blind secondary to retinopathy of prematurity by the end of one year. Six infants evidenced behavioral problems, including tantrums, irritability, distractability, or frequent crying. Short-term outcome in this sample was similar to that reported for middle-class infants. It is concluded that biological factors appear to play a more significant role than environment during the first year of life, and that long-term study of these infants is needed to determine the impact of poor environment over time. (Author/RH)

ED 282 680 RC 016 233

Toy, Steve
School-Community Relations in Small, Rural School Districts: Developing a Plan for a Productive Partnership.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 124p.
GRANT- 400-83-0023
AVAILABLE FROM- ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Role; *Board of Education Policy; Communication (Thought Transfer); Community Involvement; Community Support; Educational Innovation; Elementary Secondary Education; Politics of Education; Program Descriptions; Program Effectiveness; *Program Implementation; *Public Relations; *Rural Education; Rural Schools; *School Community Relationship; School Districts; School Support; *Small Schools; Superintendents
IDENTIFIERS- *Administrator Effectiveness

Addressing the concerns and resources of small, rural school districts, this book sets out a rationale and model plan for school-community relations. After introductory material and a review of what's been done, the first major section lists and describes 10 criteria shown by research to be most important for a small school district community relations program: an evaluation component; someone delegated with specific responsibility for the program; a quality educational program; a planned and systematic program, including goals; needs assessment research; personal good will; honesty; sound media relationships; two-way communications; and enthusiasm. This section is followed by summaries of notable school-community relations practices in 30 school districts throughout the United States. The section begins with a list of 26 notable practices, including newsletters, learning at home projects, and monthly citizen luncheons. The final section proposes a model plan that incorporates the 10 criteria for success that were defined at the outset. Ten steps are proposed for implementing the plan: develop board policies; do needs assessment research; correct existing deficiencies in the educational program; set internal and external goals; give honesty priority; give personal good will and enthusiasm priority; plan the actual program; plan the methods of communication; execute the program; and evaluate the success of the program. (JHZ)

ED 282 379 EC 192 723

Quinones, Bill; Ozmun, Ellie

Transition Planning Guide for Parents of Special Education Students. DISD Community Transition Model.
Dallas Independent School District, Tex.
PUB DATE- Nov 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Daily Living Skills; *Education Work Relationship; *Individualized Education Programs; Parent Education; *Parent Role; Public Education; Secondary Education; *Severe Disabilities; Special Education; *Transitional Programs
IDENTIFIERS- *Project Impact; *Texas (Dallas)

This transition planning guide is intended as a resource for parents of severely handicapped students approaching or at the legal age for leaving public school services and entering community services. The guide was developed after a 2-year transition project, Project Impact, revealed common concerns and questions which parents and teachers expressed regarding transition. The guide defines transition and includes a copy of the Individual Transition Plan designed by Project Impact. Three basic steps are outlined for transition planning: developing a checklist of transition planning activities; gaining a knowledge of local available services; and learning procedures for obtaining community services. A timeline based on the child's chronological age is presented as a guideline for what parents should be doing to help their child make the transition process. Suggestions for exploring such community services as transportation options, leisure-recreation programs, and independent living programs are offered. (CB)

FL

ED 282 393 FL 016 253

Newkumet, Robyn
Subjunctive Program.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Autoinstructional Aids; *French; Grammar; *Independent Study; Individual Instruction; *Language Patterns; Learning Activities; Pattern Drills (Language); Second Language Learning; *Sentence Structure; *Verbs

A self-instructional program in the French subjunctive mood is organized by categories of verbs requiring the subjunctive. Within each category, directions are given for using the verbs, and exercises are prescribed with sample sentences. The exercises consist of pattern drills and translations. A post-test is included. (MSE)

ED 282 409 FL 016 699

Kester, Donald L.

Listen, Practice, Converse: A Communication Approach to Second Language Acquisition in Torrance Unified School District. (A Japanese and Korean Bilingual Program Funded under Title VII of the Elementary and Secondary Education Act.) Second Annual Evaluation Report (1985-1986).

Los Angeles County Office of Education, Downey, CA.

PUB DATE- Sep 86
NOTE- 74p.; Some appendix material contains small/marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Communicative Competence (Languages); Community Involvement; *Educational Objectives; Elementary Education; Japanese; *Japanese Americans; Korean; *Korean Americans; Limited English Speaking; *Program Effectiveness; Program Evaluation; Program Implementation; School Districts; Standardized Tests; Student Placement; Uncommonly Taught Languages
IDENTIFIERS- *Torrance Unified School District CA

External evaluation of a bilingual education program for limited-English-speaking Japanese and Korean students found that while ambitious program objectives established for the program's second year were not met, student progress was closely monitored and used in planning for the next year. Student reclassifications were reduced. Activity or process activities were also found to be ambitious and most were accomplished. Some revision of objectives and/or data-gathering procedures is recommended. In general, the program was found to be in place and functioning well. Individual objectives and related results are outlined in the text of the report, and a variety of instructional materials, forms, and documentation are appended. (MSE)

ED 282 425 FL 016 723

Hargrave, Susanne, Ed.
Literacy in an Aboriginal Context. Work Papers of SIL-AAB, Series B, Volume 6.
Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.

REPORT NO.- ISBN-0-86892-225-0
PUB DATE- Apr 81
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Learning; Cognitive Development; Cognitive Style; *Community Development; *Creoles; Cultural Context; Ethnic Groups; Foreign Countries; *Indigenous Populations; Language Research; *Literacy; Social Values; Uncommonly Taught Languages
IDENTIFIERS- *Aboriginal People; Alyawarra; *Australia; Kriol

Presented in this volume are five papers on literacy in the Australian Aboriginal context. They include: "Cultural Considerations in Vernacular Literacy Programmes for Traditionally Oriented Adult Aborigines" (Joy L. Sandefur); "Characteristics of Aboriginal Cognitive Abilities: Implications for Literacy and Research Programmes" (W. H. Langlands); "A Suggested Strategy for an Alyawarra Literacy Programme from a Community Development Viewpoint" (Nancy J. Turtle); "Vernacular Literacy for Warlpiri Adults" (Beverly Swartz); and "Developing a Literature for Kriol" (John R. Sandefur). The first four papers underscore the need to consider psychological, sociolinguistic, and anthropological as well as directly educational factors. The fifth paper focuses on the growing importance of Kriol as an Aboriginal language. All five papers are intended for broad audiences, including lay audiences. (MSE)

ED 282 441 FL 016 740

Klinck, Patricia
Corrections in Bilingual Student Talk.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- CRB-159; ISBN-2-89219-172-6
PUB DATE- 87

NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Students; Case Studies; Educational Experience; *Error Patterns; Grade 9; Grammar; High School Students; Immersion Programs; Interaction; *Interpersonal Communication; *Language Usage; Peer Relationship; Secondary Education; Second Language Learning; *Self Evaluation (Individuals)
IDENTIFIERS- *Error Correction (Language); *Turn Taking

A study of self-correction, or repair (the righting of the trouble source) among bilingual secondary students differed from most repair studies in three ways. It: (1) examined results in the form of description rather than in quantifiable analyses; (2) defined errors as trouble sources (hearable errors, breaks in communication such as word searches, and changes made by the speaker when no error was heard) rather than errors in form only; and (3) examined error and repair in peer conversations and in oral tests rather than under experiment conditions. Subjects were grade nine students from late immersion (French study begun in grade seven) and continuing bilingual (French study begun in kindergarten or in grade one) programs. Videotapes of peer interactions among the students were analyzed for evidence of turn-taking and repairs; in addition, the inter-relationship of turn-taking and repairs in different contexts were examined. The analysis, produced a "grammar" of repair and its accomplishment in students' practices. Results corroborate earlier findings of a preference for self-initiated self-repair within the same turn. Students were also found to be clearly proficient in their use of initiator techniques and the placement practices of repair regardless of their years of study or the context of the interaction. (MSE)

ED 282 456 FL 016 755

Beardsmore, Hugo Baetens
Macrological and Micrological Problems in the Study of Multilingual and Multicultural Education.
PUB DATE- 87
NOTE- 17p.; In: Blanc, Michel, Ed.; Hamers, Josiane F., Ed. Theoretical and Methodological Issues in the Study of Languages/Dialects in Contact at Macro- and Micro-Logical Levels of Analysis; see FL 016 743.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Coordination; *Educational Research; Interdisciplinary Approach; Interprofessional Relationship; Language Research; *Multicultural Education; *Multilingualism; *Research Methodology; *Research Problems
IDENTIFIERS- *Language Contact

Five concepts are included in the title of this paper; they gravitate around the key words: problems, macrological, micrological, multilingual, and multicultural. In turn, these five sub-components of the study of multilingualism illustrate the fragmentation of research in this area. Problems are created by researchers who are unable to grasp the many dimensions of multilingualism. In the present state of knowledge, micrological approaches are considered more useful than larger-scale approaches for explaining the comparable or contradictory results of multilingual education. At the same time, macro-level investigations have provided theoretical insights into successful versus inadequate education. Multilingualism and multiculturalism have not yet even been satisfactorily defined. This fragmentation can only be overcome if the researchers involved attempt to coordinate their efforts so as to incorporate both macro- and micro-level research into an overall approach that extends the language and cultural elements across the curriculum and outside the classroom. (MSE)

ED 282 498 HE 020 325

Annis, Linda F.

Project START: A Case Study on Improving Study Skills in a Remedial Summer Entry Program Designed To Enable Students to Succeed in College.

PUB DATE- Apr 87
NOTE- 8p.; Paper presented at the Symposium on "Promoting Effective Studying" of the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; Higher Education; *High Risk Students; Learning Motivation; Reading Skills; *Remedial Programs; Skill Development; Student Attitudes; *Study Habits; *Study Skills; *Summer Programs; Test Wiseness; Verbal Learning; Writing Skills
IDENTIFIERS- *Ball State University IN

A study skills course offered through Project Start, a summer program for high-risk incoming college freshmen at Ball State University, Indiana, is described. While primarily designed for students who were denied regular admission because of low high-school rank and low Scholastic Aptitude Test scores, the program also allows previously academically disqualified students to demonstrate that they can earn at least a C average in an academically challenging program. Major topics addressed in the study techniques course include: modifying study behavior and increasing motivation to learn; a theory of verbal learning based on cognitive psychology; effective reading; benefiting from lectures, textbooks, and other media; special study techniques (e.g., mnemonics); test wiseness; and writing course papers and exams. Students are allowed to practice study techniques with materials from their courses. The Survey of Study Habits and Attitudes (SSHA) is administered to students during the first and last weeks of the term. SSHA informs students of ways that their personal study habits and attitudes differ from those of students who earn high grades. Students in the study skills class receive feedback on their pretest and posttest SSHA scores. Student scores on the SSHA subscales for 1986 are discussed. (SW)

ED 282 526 IR 012 670

Smith, Alan D.
Educational Concepts of Computer Graphics in the Classroom.
PUB DATE- 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration Education; *Computer Graphics; *Computer Software; Data Analysis; Databases; Decision Making; Higher Education; *Input Output Devices; Marketing; Microcomputers; Models; Three Dimensional Aids
IDENTIFIERS- *Computer Peripheral Equipment

There are increasing numbers of commercially available computer graphics packages, both in terms of hardware and software, that can be utilized by instructors, practitioners, and students of education. With the proliferation of low-cost graphic terminals, time-sharing capabilities, and recent advances in mini- and microcomputers, computer graphics and associated applications have been practical, reliable, cost-effective, and available at a host of working, user-oriented levels. Working databases used for instructional purposes in undergraduate and graduate marketing courses, especially in physical-distribution related subjects, illustrate the potential capabilities of appropriate computer software packages such as SYMAP, SYMVU, PLOTALL, QUSMO, and QUTAB. Applications and examples derived from these packages can be represented from existing output facilities, such as the line-printer terminal, incremental drum-plotter, flatbed plotter, and electrostatic plotter. Computer graphics can be an essential tool in helping consumers of information to conceptualize and ultimately visualize raw data files. In addition, the basic skills that students learn in applying computer graphics to business decision-making situations enhance their preparation for the world of work. Seven tables and eight references are provided as well as seven samples of computer-generated graphic displays. (Author/MES)

ED 282 555 IR 012 704

Cummings, Melbourne S.

The Changing Image of the Black Family on Television.

PUB DATE- Jul 86
NOTE- 24p.; Paper presented at the International Television Studies Conference (2nd, London, England, July 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; Black Culture; *Black Family; *Black Stereotypes; *Characterization; Commercial Television; History; *Programing (Broadcast)

This discussion of the roles portrayed by blacks in media begins by describing stereotyping in pre-television film and radio, and examining television shows from the 1950s until the early 1980s which included black characters to show that this stereotyping has continued until very recently. The shows covered in this context include "Beulah," "Make Room for Daddy," "The Jack Benny Program," "Trouble with Father," "The Amos 'n Andy Show," "Julia," "Sanford and Son," "Good Times," "The Jeffersons," "What's Happening," "Diff'rent Strokes," "Webster," and "Gimme a Break." Three more recent series that have finally begun to depict the black family seriously--"The Cosby Show," "Charlie and Company," and "227"--are then discussed at length. Characters, situations, and issues with which the shows deal are presented, compared, and contrasted, and it is concluded that "The Cosby Show" and "227" are well on the way to changing the stereotypical image of the black family on television in the United States. Six references are listed. (MES)

ED 282 570 IR 051 937

Texas Academic Library Statistics, 1986.

Texas Council of State University Librarians.; Texas State Library, Austin. Dept. of Library Development.

PUB DATE- 87
NOTE- 276p.; For the 1985 report, see ED 273 285.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Statistics; Questionnaires; Statistical Surveys
IDENTIFIERS- *Texas

This publication is the latest in a series of annual publications which are intended to provide a comprehensive source of statistics on academic libraries in Texas. The report is divided into four sections containing data on four-year public institutions, four-year private institutions, two-year colleges (both public and private), and law schools and health science centers. Six appendices provide the following information: (1) notes and footnotes; (2) a copy of the instructions and survey forms from which the data were gathered; (3) operational definitions; (4) the fiscal year 1986 library expenditures from the General Appropriations Bill; (5) a directory of the participating institutions; and (6) an index of variables appearing in the text. (KM)

ED 282 695 RC 016 267

Bennett, Ruth, Ed.; And Others
Hupa Consonants.
California State Univ.-Humboldt, Arcata. Center for Community Development.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 19 Oct 84
NOTE- 14p.; For related documents, see RC 016 266-275.
LANGUAGE- Hupa; English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Alphabets; American Indian Culture; American Indian Education; *American Indian Languages; *Basic Vocabulary; Bilingual Instructional Materials; *Consonants; Cultural Context; Cultural Education; Elementary Education; Language Maintenance; *Native Language Instruction; Phonemic Alphabets
IDENTIFIERS- Cultural Literacy; *Hupa; UNIFON Alphabet

This modified alphabet booklet belongs to a series of bilingual instructional materials in Hupa and English. The booklet begins with a Hupa Unifon alphabet chart giving the symbols used to reproduce the most simple version of the sounds in the Hupa language. Nearly 200 basic vocabulary words and phrases are given. A Hupa consonant is followed by one to five Hupa words containing the consonant in initial, medial, or final position. The word in English is printed to the side in smaller letters. Pages contain three to six pen and ink illustrations of the word listed. The English translations given on page 3 of the booklet exemplify the cultural emphasis present throughout the word list: maple, low, my pocket, raw, paddles, my stomach, scar, he's eating, thunder, seven, abalone, narrow, mountain ridge, I'm pounding acorns, I'm grinding acorns, after me, Redwood Ridge, and alder. (JHZ)

ED 282 711 SE 047 664

Disinger, John F.; Lisowski, Marylin
Teaching Activities in Science/Society/Technology/Environment.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 164p.
CONTRACT- 400-86-0016
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Conservation (Environment); Elementary School Science; Elementary Secondary Education; *Environmental Education; Global Approach; *Interdisciplinary Approach; *Learning Activities; Mathematics Education; Natural Resources; Physical Environment; Quality of Life; Science Activities; *Science and Society; Science Education; Science Instruction; Secondary School Science; Social Studies; Technological Advancement; *Technology
IDENTIFIERS- *Environmental Concepts

Developed to highlight the interrelationships between and among science, technology, society, and the environment, this guide offers educators ideas and activities, and identifies resources for instruction at the elementary and secondary school level. Introductory comments explain and support the role and importance of environmental education in Science/Technology/Society (STS) education. Environmental concerns, problems, and principles are identified and discussed in terms of their relationship to STS education; a list of 13 concepts serves as an index to the instructional activities offered in this guide. Activities are then presented according to grade level category (elementary, middle/junior high school, and senior high school). Each of the activities addresses an environmental concern and/or concept. Information on each activity includes: (1) purpose; (2) grade level; (3) subject area; (4) environmental concept; (5) reference source; (6) background information; and (7) actual activity. References are provided for both the activity sources and introductory section. (ML)

ED 282 726 SE 048 149

Kennedy, Kerry J.; Fraser, Barry J.
School Change through Transition Education Initiatives.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Developed Nations; *Educational Innovation; Educationally Disadvantaged; *Employment Potential; Foreign Countries; *High Risk Students; National Programs; *Special Programs; Student Motivation; Teacher Student Relationship; *Transitional Programs
IDENTIFIERS- *Australia

This paper reviews transition education initiatives that were undertaken in three Australian states (Western Australia, South Australia, and Victoria) for the purpose of assessing the extent to which local projects reflected national policy objectives. Case studies for each of the three states are presented and the impacts of the transition education activities are discussed. It was found that positive outcomes included increased student self-esteem, the creation of viable alternative curricula for less academic students, improved student-teacher relationships, and acknowledgments for schools. Among the negative effects were workload and stress among teachers and jealousy and resentment among non-participant teachers. A limited impact of the transition projects was observed beyond the particular target group (students considered employment risks). Factors which appeared to facilitate wide-ranging changes affecting whole schools were the support of the school principal and senior staff, the availability of project coordinators and low staff turnover. Implications for school changes are discussed. (ML)

ED 282 742 SE 048 165

George, Theresa H.
A Teenager's View of the Nature of Science.
PUB DATE- Apr 87
NOTE- 88p.; Master's Thesis, Queen's University, Kingston, Ontario.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Credibility; *Ethnography; Foreign Countries; Information Sources; Qualitative Research; *Science and Society; Science Education; Science Instruction; *Scientific Attitudes; *Scientific Concepts; Scientists; Secondary Education; *Secondary School Science; Sex Differences
IDENTIFIERS- *Science Education Research

This study is a qualitative investigation into a teenager's view of the nature of science. This thesis draws on arguments from various philosophies of science and describes the data collection techniques employed. The data are presented in eight categories which are assumed to be related to the notion of "truth" that is central to this teenager's view of science. Generally it was found that the teenager believes that the primary task of science is the same as that of the scientist--to find cures for diseases such as cancer and AIDS. The individual regards science as "truth" and believes that it is necessary to know what is inside a substance in order to explain how it works. The student's respect for science and for her science teacher suggests that her view of truth is a function of the relationship she has with the source of the information, since she uses the two categories of "truth" and "lie" to sort out her notion of truth. It is also suggested that gender may be intimately related to how students regard the truth of statements. Several questions about students' views of science are raised and are suggested to be the basis of further research. (Author/TW)

Aksionov, A. A.
Marine Sciences in CMEA Countries: Programme and Results of Co-operation. Unesco Reports in Marine Science No. 38.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.
PUB DATE- 86
NOTE- 56p.

AVAILABLE FROM- Marine Information Centre, Div. of Marine Sciences, Unesco, 7 Place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- Foreign Countries; *International Cooperation; *Marine Biology; *Marine Education; *Ocean Engineering; *Oceanography; Research and Development; Research Projects; Science and Society; Science Education; Scientific Research; Technological Advancement; *World Problems
IDENTIFIERS- *UNESCO

In 1971, the 25th Session of the Council for Mutual Economic Assistance (CMEA) adopted a Programme for the Development of Socialist Economic Integration. Later, part of this program became a program of cooperation in the field of oceanography, particularly the chemical, physical, and biological processes of certain important areas of the ocean. To pursue cooperation in this area, referred to as the "World Ocean Problem," five Socialist countries (Bulgaria, the German Democratic Republic, Poland, Romania, and the USSR) signed a special agreement in 1971. Cuba joined this agreement in 1977. The objectives of the cooperative efforts of these countries concerning oceanographic research are reviewed under the following headings: (1) the exploration of the hydrological structure of the ocean and the interaction processes between the ocean, the atmosphere, and the lithosphere; (2) investigation of biological productivity processes; (3) study of chemical processes in the ocean; (4) study of geological history and recent sedimentation processes in the ocean; and (5) application of submarine research technology to exploration of the sea. Descriptions are also provided of the efforts undertaken in upgrading the academic qualifications and professional standards of oceanographers in the member countries that signed the agreement. The major results of the joint research on the World Ocean Problem are delineated, and a list of principal publications of the cooperative countries is appended. (ML)

ED 282 364 EC 192 707

Rogers, Rick
Guiding the Professionals: A Survey of LEA Guidelines for Professionals on the 1981 Education Act.
Centre for Studies on Integration in Education, London (England).
REPORT NO.- ISBN-0-946828-12-1
PUB DATE- Nov 86
NOTE- 25p.
AVAILABLE FROM- Spastics Society, 16 Fitzroy Sq., London, England W1P 5HQ (2 pounds 50 pence).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decision Making; *Disabilities; Due Process; *Educational Legislation; Elementary Secondary Education; Foreign Countries; National Programs; National Surveys; *Parent Participation; Parent Rights; *School Districts; *Special Education; Student Evaluation; Student Placement; Student Rights
IDENTIFIERS- *Education Act 1981 (England); *Great Britain

Sixty-six local education authorities (LEAs) in England and Wales responded to a request for sets of guidelines on the 1981 Education Act they have provided for headteachers, teaching staff, and educational psychologists. The Act recommends that parents and older children be fully involved as partners in the process of assessment and placement of handicapped children, and that the educational provisions offered must properly meet the child's needs. Among survey findings were the following: (1) over a third of the LEAs did not set the procedures for assessment and placing children with special needs in a detailed explanatory framework; (2) over a third did not spell out the LEA's general duties under the Act; (3) just over half defined key terms of the Act; (4) while 70% explained that parents must be fully involved in the assessment procedures, only 29% explained the right of parents to attend examinations; (5) third gave guidance on recordkeeping and 12% on issues of confidentiality; and (6) only 11% specifically mentioned the need for additional help for parents third gave guidance on recordkeeping and 12% on issues of confidentiality; and (6) only 11% specifically mentioned the need for additional help for parents speaking a language other than English. The major portion of the document contains samples from the published guidance on issues surveyed. Also included are a resource guide including further reading on the Act, useful addresses, and names and addresses of government departments. (DB)

ED 282 470 HE 020 209

Shingleton, John D.; Scheetz, L. Patrick

Employment Survey of Michigan College Graduates: Report of First Destinations, Average Starting Salaries, 1983-84 (Bachelor's Degrees).

Michigan State Univ., East Lansing. Placement Services.

PUB DATE- 1 Feb 86

NOTE- 23p.; Document printed on colored paper.

AVAILABLE FROM- Michigan State University, Placement Services, 113 Student Services Building, East Lansing, MI 48824 ($10.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Bachelors Degrees; *College Graduates; Comparative Analysis; *Employment Patterns; Graduate Study; Graduate Surveys; Higher Education; *Majors (Students); Private Colleges; Public Colleges; *Salaries; Specialization; State Surveys; *Unemployment

IDENTIFIERS- *Michigan

Follow-up data on 1983-1984 bachelor's degree graduates of 14 Michigan public and private institutions are presented. For each field of study, data are provided on: average monthly and yearly starting salaries, the number of graduates, the percentage unemployed, the percentage employed in Michigan, and the percentage in graduate school. The relative demand by academic major for the graduates is also indicated for the following unemployment rates: none to 4.9%, 5 to 9.9%, 10 to 14.9%, 15 to 19.9%, 20 to 24.9%, 25 to 29.9% and higher than 30%. Also provided is a historical summary of the efforts (from April 1983 through May 1985) of the Michigan College and University Placement Association to promote a statewide follow-up report for all Michigan college graduates. (SW)

ED 282 484 HE 020 299

Tanaka, Paul
The Permissibility of Withholding Transcripts under the Bankruptcy Law. NACUA Publication Series.
National Association of Coll. and Univ. Attorneys, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jul 86
NOTE- 8p.
AVAILABLE FROM- National Association of College and University Attorneys, One Dupont Circle, NW, Suite 620, Washington, DC 20036 ($3.50, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Records; *College Students; Compliance (Legal); Higher Education; *Legal Responsibility; *Loan Repayment; *Registrars (School)
IDENTIFIERS- *Bankruptcy; *Debt (Financial)

Provisions of the U.S. Bankruptcy Code that affect the right of colleges to withhold transcripts as a means of collecting student debts are considered. Automatic stay provisions state that the filing of a petition for bankruptcy relief prohibits actions to collect obligations of the debtor. The discharge injunction provides that once a discharge of debts has been granted, further actions to collect are barred. In addition, antidiscrimination clauses prevent public entities, and, in some respects, private entities from denying various privileges to persons seeking bankruptcy protection. Three rules to follow are cited: (1) Do not withhold a transcript during the pendency of a bankruptcy action without acquiring relief from the stay. (2) If a discharge of all debts has been granted to the debtor, schools should not deny access to, or orders of, transcripts. (3) It is permissible to deny transcripts where the case is no longer pending before the court and educational debts were not discharged, especially if the underlying obligation is a student loan. (SW)

ED 282 512 IR 012 653

Wedge, John Christian
Role of the Animator in the Generation of 3-Dimensional Computer Generated Animation.
PUB DATE- 85
NOTE- 72p.; Master's Thesis, Ohio State University. Figures may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Animation; Characterization; *Computer Graphics; *Computer Simulation; *Film Production; Realism; *Three Dimensional Aids
IDENTIFIERS- Computer Graphics Research Group; Ohio State University

This master's thesis investigates the relationship between the traditional animator and the computer as computer animation systems allow them to apply traditional skills with a high degree of success. The advantages and disadvantages of traditional animation as a medium for expressing motion and character are noted, and it is argued that the complexity of high level interfaces to animation systems will require new ways of thinking about and implementing animated motion. Production of the computer generated film "Tuber's Two Step" by the Computer Graphics Research Group at Ohio State University is related as an example of how conventional planning and timing techniques can be applied to creating animation with a computer. New approaches to animation made possible by the computer are described, and different ways in which animators will approach their work through this new technology are suggested. Supporting materials include 11 figures and 14 references. (MES)

ED 282 540 IR 012 689

Petruk, Milton W.

Microcomputers in Alberta Schools, 1986. A Final Report on the Results of a Resource Survey of Alberta Schools.

Alberta Dept. of Education, Edmonton. Media and Technology Branch.
PUB DATE- Jun 86
NOTE- 247p.; For 1985 survey, see ED 265 834.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Educational Planning; Educational Trends; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; Keyboarding (Data Entry); Learning Laboratories; Longitudinal Studies; *Microcomputers; Questionnaires; *School Administration; School Surveys; Tables (Data); Use Studies
IDENTIFIERS- *Alberta; Apple (Computer); Canada; IBM Personal Computer

This is the fifth in a series of annual studies conducted by the Alberta (Canada) Department of Education in order to gather information about the nature and extent of the growth and development of instructional computing in Alberta schools. Areas covered by the survey include: (1) description of the school population; (2) schools that have designated an individual as computer coordinator; (3) teachers making "extensive use" of computers; (4) number of microcomputers in schools; (5) location of microcomputers in the schools; (6) schools having specially equipped microcomputers (i.e., with French characters and/or attachments for physically disadvantaged students); (7) arrangements for microcomputer maintenance; (8) access to microcomputers outside normal class time; (9) percentage of students who have studied or will study keyboarding; (10) administrative uses of microcomputers; (11) microcomputer-related training for teachers; and (12) buildings and facilities. Findings are reported separately for all schools, then for elementary, junior high, senior high, mixed divisional, and urban and rural schools. Almost 200 tables and 30 graphs are used to present the results of analyses of the data received from 1,345 Alberta schools. Comparison of these data with the findings of prior studies suggests that, although the number of computers in Alberta schools continues to grow, the rate of growth is beginning to diminish. The survey instruments and cover letters are appended. (MES)

ED 282 585 IR 051 954

Loe, Mary H.; Wells, Margaret
State University of New York Librarians Association Salary Survey. Data as of November 1985.
State Univ. of New York Librarians Association.
PUB DATE- Dec 86
NOTE- 27p.; For 1983 report, see ED 247 951.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Community Colleges; Data Analysis Higher Education; *Library Personnel; *Library Statistics; Library Surveys; Questionnaires; *Salaries; *State Universities
IDENTIFIERS- *State University New York Librarians Association

This biennial salary survey by the State University of New York (SUNY) Librarians Association includes data on SUNY state-operated, statutory, and community college libraries. A survey mailed to library directors asked for salary and personnel information on all library staff including librarians, non-librarian professional staff, paraprofessionals, and directors. In addition, a separate questionnaire solicited information on staff reduction and turnover rates, entry-level salaries, and part-time/adjunct staff. Tables, divided into three sections by type of library, present data from 29 of the 30 state-operated campuses, 28 out of 30 community colleges, and 3 out of 5 statutory colleges; a fourth section includes an overall profile of SUNY librarian salaries. Although part-time employees are not included in the tables, a summary report is included in both the state-operated and community college sections. A summary of responses to the staffing changes questionnaire completes the report. Copies of the SUNY Salary Survey and Staffing Changes Questionnaires are included. (KM)

DESCRIPTORS- Academic Achievement; *Black Youth; Cognitive Development; Family Characteristics; *Family Structure; Foreign Countries; *Individual Development; Parents; Physical Development; *Preschool Children; Preschool Education; *Socioeconomic Status
IDENTIFIERS- McCarthy Scales of Childrens Abilities; *South Africa

The relationship of socioeconomic status and family structure to physical and psychological growth was investigated among urban African preschool children. A total of 300 children between 3 and 7 years of age were tested on the McCarthy Scales of Children's Abilities. Height and weight were measured and information about children's background was obtained from their primary caretaker through interviews or questionnaires. Findings indicated that performance on the test was related only to the educational levels of mother and father. No other socioeconomic or family variables investigated were associated with the ability measures. Physical growth was indirectly related to socioeconomic status through its association with household size and father absence. No relationship was found between physical growth and psychological performance. (Author/RH)

Holden, George W.; And Others
Mothers' and Others' Views on the Qualities of Effective Parents.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Demography; Factor Analysis; *Individual Characteristics; Interviews; *Mothers; *Parent Attitudes; Preschool Children; Preschool Education; Questionnaires; Rating Scales; *Social Cognition

Two studies explored mothers' beliefs about the characteristics of effective mothers of preschool-aged children. Study One consisted of interviews of 50 mothers which were designed to generate a pool of characteristics associated with good mothering. Of the 33 characteristics generated, those most frequently mentioned were being loving, patient, and able to provide appropriate discipline. The 33 characteristics, and 40 others found in a review of research, were combined in a questionnaire. In Study Two, 61 mothers, 32 parent educators/counselors who were parents, and 58 non-parent undergraduate students rated the importance of each characteristic on a 7-point Likert-type scale. The 24 qualities which mothers rated as at least "quite important" included "loving," "communicates frequently," "affectionate," and "demonstrates interest in child and child's activities." Mothers and professionals differed on 10 of the ratings. Factor analysis revealed three characteristics of effective mothers: (1) "creation of a nurturant environment"; (2) "child management in a reasoned way"; and (3) "healthy personal and child orientation." Mothers and parenting professionals differed on 14 percent of the items, while parents differed from non-parents on 36 percent. Results suggested that an alternate model of parent characteristics is needed, and that developmental psychologists should investigate parental characteristics which are infrequently studied. (RH)

ED 282 654 PS 016 632

Denham, Susanne A.
Emotional and Prosocial Correlates of Teachers' Ratings of Preschool Social Competence and Behavior Problems.
PUB DATE- 11 Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Rosslyn, VA, April 9-12, 1987). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
1 PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
1 Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Affective Behavior; Aggression; *Behavior Rating Scales; *Classroom Observation Techniques; *Interpersonal Competence; *Preschool Children; Preschool Education; Preschool Teachers; Prosocial Behavior

Teachers' ratings are often used as early as the preschool period to provide an overall picture of children's behavioral adjustment and social competence. The goals of this study are to (1) show the relations among general, outcome-oriented observational categories of preschoolers' social competence and (2) specify those discrete emotions and reactions to emotions which are likely to form substantial bases of these more decontextualized teacher ratings. Thirty-one preschoolers between the ages of 31 and 54 months were rated by teachers using both the Baumrind Preschool Behavior Q-Sort and the Problem Behavior Questionnaire. They were also independently observed for emotions expressed and reactions to peers' emotions. Results indicated that there were more borderline and significant correlations between teacher ratings and observation than would be expected by chance. Stepwise multiple regression analyses revealed patterns of children's affective displays which predicted global teachers' ratings. A coherent, nonrandom relation was found between teachers' judgments of various aspects of adjustment/social competence and both children's affective expressions and their reactions to specific emotions of peers in the classroom. This study confirms a correspondence between molar and molecular means of assessing social-emotional competence in preschoolers. (Author/BN)

Scott, Carol; Teddlie, Charles
Student, Teacher and Principal Academic Expectations and Attributed Responsibility as Predictors of Student Acheivement.
PUB DATE- Apr 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Bias; Educational Practices; Elementary Education; Elementary School Students; *Elementary School Teachers; *Expectation; Predictor Variables; *Principals; *Responsibility; *Socioeconomic Status
IDENTIFIERS- *Attributed Responsibility; Causal Models; LISREL Computer Program

Explored with a causal modeling approach were relationships among (1) student socioeconomic status (SES), (2) students', teachers', and principals' expectations for and attributed responsibility for students' learning, and (3) students' achievement. Participants were 76 principals, 250 teachers, and 5,289 third-grade students included in a sample of 76 public elementary schools in Louisiana. Specifically, four questions were investigated. The first asked if a causal relationship obtained among students' SES, expectations, attribution of responsibility for learning, and achievement. The second asked if a causal relationship obtained among students' SES, teachers' expectations, teachers' attribution of responsibility for learning, and students' achievement. The third asked if a causal relationship obtained among students' SES, principals' expectations, principals' attributions of responsibility for learning, and students' achievement. The fourth question asked if the strength of relationships varied depending on whether they were in the student, teacher, or principal model. The linear structural relations (LISREL) computer program was used for analysis of the data. Findings suggested that even though student SES was a strong predictor of achievement, variations existed in students', teachers', and principals' perceptions of expectations and

attributions of responsilbility which affect student achievement. (Author/RH)

ED 282 598 JC 870 231

Forsyth, Toni M.

Report on the English Composition Curriculum: J. C. Binnb Community College. Revised.

PUB DATE- Jul 87
NOTE- 34p.; Graduate seminar paper, University of California at Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Content Area Writing; *Course Content; Curriculum Evaluation; *English (Second Language); *English Curriculum; Mastery Learning; Pretests Posttests; Transfer Programs; Two Year Colleges; *Writing Skills

An analysis is provided of a fictitious community college English curriculum, considering curriculum content, entry and exit requirements, justification, and internal and external influences on course development and scheduling. Background information is provided on enrollment trends, ethnic enrollment, English proficiency testing, and course enrollments. English as a Native Language and English as a Second Language (ESL) course offerings are listed, covering composition courses and support classes in reading, writing, and vocabulary building. Course content is considered, focusing on the use of text-based writing, the study of grammar, and the instructional methods and entrance/exit requirements of individual composition, remediation, and ESL courses. Concluding comments focus on the influence on universities on the content of transfer-level courses. Appendices provide sample entrance and exit exams for two English courses at Los Angeles City College. (EJV)

ED 282 612 JC 870 266

Kladky, William P.; And Others
Revised Performance Profile of Maryland Community Colleges: Where Does Harford Rank? Research Report 86-10.
Harford Community Coll., Bel Air, MD. Office of Institutional Research.
PUB DATE- Jun 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; College Transfer Students; Community Colleges; Comparative Analysis; *Education Work Relationship; Followup Studies; Nursing Education; *Outcomes of Education; Participant Satisfaction; *School Effectiveness; State Norms; Two Year Colleges; *Two Year College Students; Vocational Education; Vocational Followup
IDENTIFIERS- *Maryland

The Maryland State Board of Community Colleges' "Performance Profile (Spring 1986)" presents detailed data comparing the absolute and relative performance of individual state community colleges by such measures as student satisfaction with instruction, employment rates, licensing examination pass rates, and transfer goal achievement. An analysis of the data was conducted to determine how well Harford Community College (HCC) ranked among the other community colleges in the state. Major findings include the following: (1) HCC's 57% graduation rate for 1978 entrants was in the top third of all community colleges; (2) HCC's instructional ratings were at or above the means of systemwide and peer colleges; (3) in terms of percentage of graduates employed full time in their field of training (53% in 1984), HCC ranked consistently below systemwide and peer colleges; (4) HCC's ranking in terms of employers' rating of training decreased significantly in the past 2 years; (5) with one exception, HCC scores on the Nursing Licensing Examination were consistently and significantly below systemwide and peer colleges; and (6) HCC's scores on "Transfer Goal Achievement" were consistently above all others. Performance Profile Tables are appended. (EJV)

Richter, L. M.; Griesel, R. D.
Infant Malnutrition in High Density Urban Areas: Some Social and Psychological Factors.
South Africa Univ., Pretoria. Inst. for Behavioral Sciences.
PUB DATE- Jul 86
NOTE- 21p.; Paper presented at the World Congress of the World Organisation for Early Childhood Education (18th, Jerusalem, Israel, July 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; Comparative Analysis; Fatherless Family; Foreign Countries; *Infants; *Nutrition; Parent Attitudes; Parent Participation; *Poverty; *Psychological Patterns; *Social Influences; Socioeconomic Status; *Urban Areas
IDENTIFIERS- *South Africa

The mothers of 135 hospitalized infants were interviewed regarding several social, familial, personal, and psychological conditions considered to be pertinent to the etiology of protein energy malnutrition in impoverished African urban areas. The information gathered was contrasted with similar data collected from the mothers of 296 adequately nourished infants. The results confirmed the lower socioeconomic status and general material disadvantages of families of malnourished infants. However, they also indicated that there were important differences between the two groups in terms of some specific features of child care, and the degree of support and independence available to the mothers. The mothers of the malnourished infants received less support from the fathers of the children as compared to the adequately nourished group, and were also less involved in child care activities. In addition, these mothers were not as positive in attitude about their infants as were the mothers of the adequately nourished children. (Author)

ED 282 681 RC 016 249

Ladewig, Howard; Thomas, John K.
Assessing the Impact of 4-H on Former Members. The 4-H Alumni Study.
Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.; National Four-H Club Foundation, Washington, D.C.
PUB DATE- Jan 87
NOTE- 164p.; For a summary of this report, see RC 016 250.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Child Development; Citizen Participation; Communication Skills; Competence; Followup Studies; *Group Membership; National Surveys; Participant Characteristics; *Program Attitudes; *Program Effectiveness; Program Improvement; Questionnaires; Responsibility; Skill Development; Socioeconomic Status; Youth Clubs; *Youth Programs
IDENTIFIERS- *4 H Clubs; 4 H Programs; *Impact Studies

A 1985 national study compared 710 former 4-H members, 743 former members of other youth organization, and 309 nonparticipants in youth organizations to determine impact of 4-H on youth development. The study measured 4-H program effectiveness in developing knowledge/skills, self-expression, and skills for helping others. The study found 4-H alumni were not significantly different in personal characteristics from members of other youth organizations and over half were members of other organizations besides 4-H; alumni reported their most useful experiences came from contact with other people in the organization, developing skills, learning to work with others, and developing responsibility; alumni were least satisfied with leadership opportunities and reported lack of programs to meet their interests as reason for dropping out; as adults, alumni were more likely to be involved in community activities and 4-H leadership positions; females who participated for a longer period of time and joined at an early age were most satisfied with the program. The report concludes that 4-H had a positive image compared to other youth programs and offers suggestions to enhance program visibility, recognize needs of older youth, and provide leadership skills and opportunities. Tables and figures supplement the text; appendices include the survey questionnaire, a list of 4-H membership states by region, and five supplementary data tables. (IFL)

ED 282 380 EC 192 724

Jordan, June B., Ed.; Ramirez, Bruce A., Ed.
Special Education Yearbook, 1986.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-168-4
PUB DATE- 87
NOTE- 155p.; For related documents, see ED 276 245. Tables may not reproduce. Some tables contain small print.
CONTRACT- 400-84-0010
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($15.00, $12.75 member price; Publication No. 316).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Directories/Catalogs (132) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Disabilities; *Educational Legislation; Educational Objectives; Educational Policy; *Federal Legislation; *Federal Programs; Financial Support; Futures (of Society); *Gifted; *Special Education; Special Education Teachers; State Standards
IDENTIFIERS- Canada; Education for All Handicapped Children Act; Project Head Start

This yearbook provides special education information (for the period July 1, 1985 to June 30, 1986) including federal policy actions, state policy, important reports, statistical data on exceptional students served and personnel employed, and directory listings of key offices and officials concerned with special education. Summaries are presented of legislation affecting the education of exceptional children and youth, federal administrative actions, and judicial decisions. A set of goals is presented for providing exceptional children in the United States and Canada with a high-quality education. Other reports include the executive summary of the Eighth Annual Report to Congress on the Implementation of the Education of the Handicapped Act and information regarding handicapped children in Head Start programs. Six figures and 62 tables provide information on the number of exceptional children served in various programs, children served in Head Start programs, environments where handicapped children are served, special education teachers, other school staff, federal special education funding, Canadian special education statistics, and special education annual awards. Directory information is included for federal resources, state directors of special education, state coordinators for the gifted and talented, and Canadian special education officials. (CB)

ED 282 394 FL 016 537

Nasr, Raja T., Ed.
The Teaching of Arabic to Adults in Europe. Proceedings of the AIMAV Seminar (14th, Paris, France, May 23-25, 1983).
Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-globales, Ghent (Belgium).
PUB DATE- 83
NOTE- 145p.; AIMAV Collection d'etudes linguistiques No. 32.
LANGUAGE- French; English; Arabic
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Adult Education; *Arabic; Bulgarian; Classroom Techniques; Communicative Competence (Languages); Contrastive Linguistics; Cultural Context; Dialects; Diglossia; Discourse Analysis; Educational Objectives; Foreign Countries; Grammar; Intensive Language Courses; Literature; Morphology (Languages); Phonetics; Phonology; *Pronunciation Instruction; *Second Language Instruction; Translation; Uncommonly Taught Languages
IDENTIFIERS- Denmark; *Europe; France

Papers in French, English, and Arabic address issues in Arabic language instruction for European adults, including: classroom techniques, literary Arabic and diglossia, the specificity of instruction, Arabic studies in Denmark, phonetic difficulties of instruction, Franco-Maghrebin relations and language instruction, contrastive and comparative analyses, comparison of Arabic and Bulgarian vowel phonemes, cultural elements in Arabic language instruction, contrastive textology and translation, Gulf Arabic and Modern Standard Arabic, cultural instruction through literature, goals of Arabic instruction in Europe, problems and possibilities of intensive Arabic instruction, comparison of Arabic and Bulgarian grammars, forms of the Arabic plural, defining communicative competence, and the perils of translation in Arabic instruction. (MSE)

ED 282 410 FL 016 700

Ratliffe, Sharon A.; Hudson, David D.
Involving Community Volunteers in a Competency-Based Program to Teach Speaking, Listening and Pronunciation Skills to Non-Native Speakers of English.
PUB DATE- Feb 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Second Language Programs; Communication Skills; *Community Involvement; Competency Based Education; *English (Second Language); Higher Education; Language Proficiency; *Listening Skills; Older Adults; Peer Teaching; Program Design; *Pronunciation Instruction; Skill Development; *Speech Skills; Tutorial Programs; *Volunteers
IDENTIFIERS- Golden West College CA

Two college faculty members have developed two speech communication courses specifically designed to increase the communication skills and self-confidence of non-native speakers of English. One course teaches pronunciation skills, including stress, rhythm, and intonation. The second focuses on speaking and listening skills for getting acquainted, conversation, group discussion, process description, story-telling, problem-solving, job interviewing, and planning meetings. Both include competency-based laboratory components and skill assessment. The laboratory takes place in the college speech communication center, a learning facility using peer tutoring. With the assistance of a grant, community volunteers consisting of older adults have been added to the center's staff. A pilot program confirmed planners' assumptions that (1) non-native students want access to native speakers of English but are apprehensive about seeking them out; (2) non-native students respect the opinions of older adults; (3) many older adults are skilled communicators of English; and (4) older adults provide a wider exposure to the American language and culture than do the non-native students' American peers. Planned program modifications include self-support, weekly brown-bag lunch meetings of instructors and volunteers, and discontinuance of skill assessment by volunteers owing to problems in providing training. Involving community volunteers has brought distinct advantages to the students, the college, and the volunteers themselves. (MSE)

ED 282 426 FL 016 724

Hargrave, Susanne, Ed.
Language and Culture. Work Papers of SIL-AAB, Series B, Volume 8.
Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.
REPORT NO.- ISBN-0-86892-252-8
PUB DATE- Dec 82
NOTE- 242p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Children; Color; Comparative Analysis; Concept Formation; Creoles; *Cultural Context; Cultural Traits; Ethnic Groups; Females; Foreign Countries; *Indigenous Populations; *Kinship; Language Research; Lexicology; Linguistic Theory; Literacy; *Mathematical Concepts; Social Values; Sociocultural Patterns; Structural Analysis (Linguistics); Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Aboriginal People; Anindilyakwa; *Australia; Yanyuwa Possessives

Six papers on the relationship of language and culture in the Australian Aboriginal context are presented. "Some Thoughts on Yanyuwa Language and Culture" by Jean Kirton gives an overview of some language-culture relationships and examines seven kinds of possession in one language. "Nyangumarta Kinship: A Woman's Viewpoint" by Helen Geytenbeck outlines kinship and its terminology as learned by a field linquist for her work with this group. In "A Description of the Mathematical Concepts of Groote Eylandt Aborigines," Judith Stokes describes an Anindilyakwa mathematical language in its cultural context, refuting popular generalizations about the limited counting ability of the Aboriginal people. "Facts and Fallacies of Aboriginal Number Systems" by John Harris criticizes anthropologists' and linguists' neglect of and bias concerning existing data about the mathematics of Aboriginal groups. In "Aboriginal Mathematical Concepts: A Cultural and Linguistic Explanation for Some of the Problems," Barbara Sayers suggests that the mathematical problems of some Aboriginal schoolchildren are real, but have a cultural rather than linguistic basis. "A Report on Colour Term Research in Five Aboriginal Languages" by Susanne Hargrave describes and presents preliminary analyses from a research project on color terminology. (MSE)

ED 282 442 FL 016 741

Silva, Tony
ESL Composition: An Historical Perspective.
PUB DATE- Mar 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Educational History; *Educational Strategies; Educational Trends; *English (Second Language); Higher Education; Second Language Instruction; Trend Analysis; *Writing (Composition); *Writing Instruction; Writing Processes

A description of trends in writing instruction in English as a second language (ESL) since 1945 is intended to inform those with little knowledge of issues and developments in the field and to persuade others of the utility of a new instructional model. The historical review of approaches looks at the theories and classroom practices relating to controlled composition, Kaplan's theory of contrastive rhetoric, and the process approach. Criticisms and shortcomings of the approaches are examined, and an alternative is proposed. This model views ESL composition as purposeful verbal communicative interaction accounting for the basic variables of second language writing, including: (1) second language writers, (2) first language readers, (3) second language texts, (4) contexts for second language writing, and (5) the interaction of these elements in a variety of authentic ESL settings. (MSE)

ED 282 471 HE 020 210

Shingleton, John D.; And Others
Estimated Demand for 1986 Graduates of Michigan Four-Year Colleges and Universities.
Michigan State Univ., East Lansing. Placement Services.
PUB DATE- 1 Feb 86
NOTE- 11p.

AVAILABLE FROM- Michigan State University, Placement Services, 113 Student Services Building, East Lansing, MI 48824 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; *College Graduates; Doctoral Degrees; Education Work Relationship; *Employment Opportunities; *Graduate Study; Higher Education; *Labor Market; *Majors (Students); Masters Degrees; *Undergraduate Study
IDENTIFIERS- *Michigan

The current employment market for 1986 college graduates from Michigan was assessed by placement directors from 29 Michigan four-year institutions. The directors rated supply and demand based on information obtained from follow-up studies of recent graduates, campus interviewing statistics on employer requests by major and degree level, numbers of job listings, and discussions with employers who were recruiting graduates. For each academic major, ratings are provided for bachelor's, master's, and doctoral graduates. The following rating scale was used: many more jobs than graduates available (excellent), some more jobs than graduates available (very good), about as meny jobs as graduates (good), a few more graduates than jobs (fair), and many more graduates than jobs (poor). The highest demand among bachelor degree candidates was expected in engineering; materials and logistics management; accounting; finance; computer information systems and computer-aided design, hotel, restaurant, and institutional management; nursing; occupational therapy; office administration; and selected fields in elementary and secondary education. Findings for master's and doctoral candidates are also briefly summarized. (SW)

ED 282 556 IR 012 705

Fletcher, Richard K., Jr.
Creating, Storing, and Dumping Low and High Resolution Graphics on the Apple IIe Microcomputer System.
PUB DATE- 13 Mar 87
NOTE- 17p.; Paper presented at the Annual Convention of the Tennessee Educational Computing Conference (Nashville, TN, March 13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Graphics; Computer Software; *Computer Storage Devices; Microcomputers
IDENTIFIERS- *Apple IIe; Computer Printers

This description of procedures for dumping high and low resolution graphics using the Apple IIe microcomputer system focuses on two special hardware configurations that are commonly used in schools--the Apple Dot Matrix Printer with the Apple Parallel Interface Card, and the Imagewriter Printer with the Apple Super Serial Interface Card. Special instructions for using ProDos are also provided, as well as methods for storing graphics in binary format, using these files in other programs in BASIC, and printing them. Step-by-step instructions are then given for using specific graphics applicable software to print the graphics and for capturing high resolution graphics from other programs. A list of 16 references is included. (MES)

Texas Public Library Statistics for 1985.
Texas State Library, Austin. Dept. of Library Development.
PUB DATE- 86
NOTE- 252p.; For an analysis of the 1985 statistics, see IR 051 939.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Depository Libraries; Interlibrary Loans; Library Collections; Library Expenditures; Library Personnel; Library Services; *Library Statistics; *Public Libraries; *Statistical Data
IDENTIFIERS- *Texas; Texas State Library

This publication contains information taken from the 1985 Annual Report/System Membership Applications submitted by public libraries in Texas. The statistics reflect each library's last local fiscal year or status at the end of that year, except in the case of staffing and schedule information, which is as current as possible. The report is divided into the following sections: (1) general information, including the Texas State Library administrative directory, a map showing the Texas library systems, and listings of members of the Texas State Library governing or advisory committees, directors of major resource centers and system coordinators, interlibrary loan centers, regional historical resource depositories, and official state depository libraries for Texas state documents; (2) a directory of public libraries; (3) library statistics grouped by library; (4) library statistics summarized by member libraries, non-member libraries, and total libraries for the state and for each library system; and (5) selected statistics organized by county. An index listing names of head librarians and branch librarians and the names of libraries and branches that do not begin with the name of the city in which they are located is appended. (KM)

ED 282 696 RC 016 268

Bennett, Ruth, Ed.; And Others
New Hupa Spelling Book.
California State Univ.-Humboldt, Arcata. Center for Community Development.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages

Affairs (ED), Washington, DC.
PUB DATE- 85
NOTE- 57p.; For related documents, see RC 016 266-275.
LANGUAGE- Hupa; English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Alphabets; American Indian Culture; *American Indian Education; *American Indian Languages; *Basic Vocabulary; Bilingual Instructional Materials; Cultural Context; Cultural Education; Elementary Education; Language Maintenance; *Native Language Instruction; Phonemic Alphabets; *Spelling; Student Developed Materials; Workbooks
IDENTIFIERS- *Cultural Literacy; *Hupa; UNIFON Alphabet

Part of a series of materials in Hupa and English, this speller was developed by adult Hupas studying their native language for use by elementary students also studying the Hupa language. The speller begins with a Hupa Unifon alphabet chart giving all of the symbols used to reproduce the most simple version of the sounds in the Hupa language. Spelling words are grouped in the following categories: numbers, body parts, clothes, animals, relatives and persons, household things, trees, environment, and food. Words are printed in English and Hupa above a line that could be used for the student's writing of the word. Most words are arranged six to a page and accompanied by a pen and ink illustration. Words selected include basic vocabulary with an emphasis on words of particular importance for Hupa culture. Word selection principles are exemplified by the food category which lists strawberries, Indian tea, huckleberries, blackberries, gooseberries, manzanita berries, carrots, salmon, corn, potatoes, deer meat, eel, squash, salt, acorn bread, pie, mussels, sucker, elk meat, tomatoes, onion, seaweed, sugar, coffee, beans, eggs, geese, Indian potatoes, and bread. (JHZ)

Hosking, Wayne
Flights of Imagination. An Introduction to Aerodynamics.
National Science Teachers Association, Washington, D.C.
REPORT NO.- ISBN-0-87355-067-6
PUB DATE- 87
NOTE- 54p.
AVAILABLE FROM- National Science Teachers Association, 1742 Connecticut Ave., NW, Washington, DC 20009 ($6.50; over 10 copies, 10% discount).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Flow; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Force; Mathematics Education; *Mathematics Instruction; Motion; Physical Sciences; *Science Activities; Science Education; Science History; *Science Instruction; Wind Energy
IDENTIFIERS- Aerodynamics; *Kites

The study and use of kites have contributed to science through the development of aeronautics. This document traces some of the history of kites and provides teachers and students with basic information about kite components and flight dynamics. The major portion of the book provides students with 18 projects which deal with: (1) shapes that will fly; (2) kites compared with gliders; (3) lift; (4) air flow; (5) the angle of attack in flying kites; (6) measurements; (7) the use of dihedral angles for stability; (8) positioning kites using a tail; (9) materials; (10) box kites; (11) making height readings; (12) making wind gauges; (13) constructing a wind vane; (14) the study of wind; (15) the aspect ratio of a kite; (16) the weight to area factor; (17) wind speed and lift; and (18) force. The appendices contain information on materials for kites, when to fly a kite, where to fly a kite, how to fly a kite, and kite safety, along with a glossary, resource list, and a bibliography. Also included are a metric conversion chart and a reproducible template for making a wind gauge and a wind vane. Illustrations are included. (TW)

ED 282 727 SE 048 150

Fraser, Barry J.; And Others
A Comparison of the Psychosocial Climate of Different Types of Schools.
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Classroom Environment; *Educational Environment; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Institutional Environment; *Organizational Climate; Perception; *School Attitudes; *Teacher Attitudes; Teaching Conditions; Work Environment
IDENTIFIERS- *Australia (Tasmania); *Psychosocial Factors

This study was designed to compare the psychosocial environments o different types of schools (primary, high schools, district schools, and secondary colleges). The Moos's Work Environment Scale (WES) was administered to teachers from government and non-government schools in Tasmania. The WES focused on the dimensions of involvement, work pressure, clarity, control, innovation, peer cohesion, staff support, autonomy, task orientation, and physical comfort. Findings indicated that elementary schools exhibited a more favorable school environment than high schools, district schools or secondary colleges on most WES scales, but especially in terms of innovation, the physical surroundings, and work pressure. Suggestions are offered for educational researchers and teachers on the use of the WES scale. Features of the instrument are discussed and descriptions of the scales and sample items are provided. A reference list is also included. (ML)

ED 282 743 SE 048 166

The Energy Sourcebook.
Tennessee Valley Authority, Knoxville.
REPORT NO.- TVA-OP-C&EM-86-99
PUB DATE- Oct 86
NOTE- 511p.; Developed and tested by high school teachers in the Tennessee Valley.
LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alternative Energy Sources; Electricity; *Energy Conservation; *Energy Education; *Environmental Education; Fuels; High Schools; *Interdisciplinary Approach; Natural Resources; Nuclear Energy; *Science Activities; Science and Society; Science Instruction; *Secondary School Science; Solar Energy
IDENTIFIERS- *Tennessee Valley Authority

Teachers in the Tennessee Valley region, working in cooperation with the Tennessee Valley Authority's (TVA) network of university-based centers and cooperatives for environmental/energy education developed this sourcebook of energy education materials for grades 9-12. The materials were intended to supplement a variety of high school disciplines. Six energy topics that are specific to the Tennessee Valley are addressed: (1) solar energy applications; (2) electricity produced by hydropower; (3) nuclear generators; (4) coal-fired generators; (5) energy conservation; and (6) alternative energy sources are each presented in a separate section of the document. Each section begins with a brief overview which provides background information, including some historical information, descriptions of current technologies, and environmental concerns relative to the production and use of that resource. Following each overview are classroom activities to enhance the basic understanding of that particular energy resource. A "special projects" section describes research activities, construction projects, field experiences, and computer programs developed by individual teachers. The final section provides activities that use special equipment and models available from TVA's seven district power offices. (TW)

ED 282 758 SE 048 184

Progress on Oceanographic Tables and Standards 1983-1986: Work and Recommendations of the Unesco/SCOR/ICES/IAPSO Joint Panel. Unesco Technical Papers in Marine Science No. 50.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

PUB DATE- 86
NOTE- 68p.
AVAILABLE FROM- Marine Information Centre, Division of Marine Sciences, Unesco, 7 Place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - General (140)
DESCRIPTORS- Chemistry; International Cooperation; *International Programs; *Ocean Engineering; *Oceanography; *Research and Development; Science Education; Scientific Research; Specifications; *Standards; Technological Advancement
IDENTIFIERS- *Oceanographic Tables and Standards; *UNESCO

The present document covers activities carried out by and under the auspices of the Joint Panel on Oceanographic Tables and Standards (JPOTS) over the period of 1983-1986. The first part is the report of the Chairman of JPOTS on the activities of the Panel during the period 1983-1985. Two major topics were considered by the Panel: (1) the production of Volume 4 of the International Oceanographic Tables, covering properties derived from the International Equation of State of Seawater (EOS-80); (2) the study of the thermodynamics of the carbon dioxide system in seawater. In addition, matters concerning nomenclature and the updating of information for oxygen saturation calculations were considered. The second part is a summary report of the first meeting of the JPOTS Editorial Panel on the Oceanographic Manual, which took place in Moscow, from 30 June to 4 July 1986. It gives the plans and contents of the proposed "Manual on Processing of Oceanographic Station Data." (Author)

ED 282 365 EC 192 708

Campbell, Donald S.; And Others
Computer Aided Self-Instruction Training with Impulsive Deaf Students and Learning Disabled Students: A Study on Teaching Reflective Thought. Education and Technology Series.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1849-X
PUB DATE- 86
NOTE- 91p.
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Aphasia; *Computer Assisted Instruction; *Conceptual Tempo; *Deafness; Foreign Countries; Instructional Effectiveness; Learning Disabilities; *Problem Solving; *Programing; Secondary Education; Self Control
IDENTIFIERS- Canada; LOGO Programing Language; *Verbal Self Instruction

Two studies examined the effectiveness of self-instruction training via a specially developed computer program to modify the impulsive problem-solving behavior of 16 deaf and 10 learning disabled (aphasic) adolescents attending two special residential schools in Canada. In the control condition, students learned the Apple LOGO computing language and practiced problem solving on the computer. In the treatment condition, students were given the same exercises, but in addition given self-instruction training using the "REFLECT" computer program which was designed to elicit overt verbalization of thinking behavior and teach reflective problem-solving strategies. Deaf students participated for 12 weeks, aphasic students for 6 weeks. In the study with deaf students, group comparisons of dependent measures showed significant improvement in the treatment group on errors, global measures of impulsivity, and errors on the Matching Familiar Figures Test. An ordinal aptitude x treatment interaction was noted as was a trend toward transfer as measured by the self-control rating scale. In the shorter study with aphasic students, there was significant improvement in judges' evaluations of global characteristics of impulsivity. Other measures suggested the treatment group became more effective with the LOGO language than the control group. (DB)

ED 282 457 FL 016 756

Blanc, Michel
A Project of Community Bilingual Education: Some Theoretical and Applied Issues.
PUB DATE- 87
NOTE- 12p.; In: Blanc, Michel, Ed.; Hamers, Josiane F., Ed. Theoretical and Methodological Issues in the Study of Languages/Dialects in Contact at Macro- and Micro-Logical Levels of Analysis; see FL 016 743.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; Bilingualism; Community Characteristics; *Community Resources; Dialects; Elementary Education; *English (Second Language); Foreign Countries; *Greek; Immigrants; *Minority Groups; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Community Language Learning; England (London); *Language Contact

A discussion of bilingual education begins with a look at theoretical issues and then describes a community bilingual education program in London. Issues addressed include the distinction between additive and subtractive bilinguality, the relationship between contexts and outcomes of bilingual education, the cognitive and academic effects of different forms of bilingualism, social network analysis, the integration of macro- and micro-logical levels of analysis, and the role of ideology in education. The project described is a two-way bilingual education program where both majority- and minority-language children learn through the mediums of the majority language (English) and one important minority language (a Cypriot dialect of Greek). All children involved in the program receive half of their instruction in one language and half in the other. The project will study the effects of this bilingual teaching and learning experience on the linguistic, cognitive, affective, social, cultural, and educational development of majority and minority children and the community as a whole. (MSE)

ED 282 485 HE 020 300

Porter, Joanell T.
Highlights: 1985 Recent College Graduates Survey.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-324
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; *Beginning Teachers; *Career Choice; *College Graduates; Education Work Relationship; *Employment Experience; Graduate Surveys; Higher Education; Majors (Students); Masters Degrees; National Surveys; Nonprofessional Personnel; Professional Personnel; Salaries; Sex Differences

Highlights of a survey of 1983 and 1984 college graduates at the bachelor's or master's degree level are presented. Information is provided on types of jobs and starting salaries of degree recipients, with comparisons by sex, along with data on newly qualified and beginning teachers. The survey, which was conducted by the Center for Education Statistics, surveyed a nationally representative sample of about 16,000 bachelor's degree recipients and 2,000 master's degree recipients from about 400 U.S. colleges and universities. The overall response rate was 78%. Findings include: nearly 85% of all bachelor's graduates and 80% of all master's graduates were employed full-time or part-time 1 year after graduation. Full-time employment rates were higher for bachelor's degree recipients who majored in business/management and engineering and lower for majors in the biological sciences and psychology. Employment rates for graduates in 10 fields of study are reported. Of bachelor's degree recipients working full-time or part-time in 1985, about 59% held professional, managerial, or technical jobs. About 97,000 bachelor's degree recipients were classified as newly qualified to teach in 1985, representing more than 10% of the total graduating class. (SW)

ED 282 499 HE 020 327

Thompson, Bruce
Peer Review of Doctoral Dissertations as a Quality Control Mechanism: Some Methods and Examples.

PUB DATE- 31 Jan 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 31, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Departments; *Doctoral Dissertations; Higher Education; *Peer Evaluation; *Quality Control

The use of peer review as a way to improve dissertation quality is addressed. A data set involving ratings of 52 dissertations illustrates possible design and analytic choices that may be helpful in using a peer review model. Strategies for evaluating rating consistency and validity are covered, along with analysis of four types of program policy analysis questions. The requirement that current students evaluate dissertations produced by recent cohorts of previous students may result in more attention to quality by doctoral students, since they will anticipate future systematic reviews of their work. This practice may also stimulate doctoral faculty to impose higher standards of quality because of possible identification with studies judged either systematically best or worst. Fourteen dissertations were rated by all raters, and the remaining dissertations were typically rated by two or three raters. Policy questions include: the issue of overall quality of the dissertations at a school and the homogeneity of quality across studies; systematic variations in dissertation quality across program areas; and whether dissertation quality is perceived as improving over time. (SW)

ED 282 513 IR 012 654

Rupe, Vickie S.
A Study of Computer-Assisted Instruction: Its Uses, Effects,
Advantages, and Limitations.
PUB DATE- Mar 86

NOTE- 83p.; Exit project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; *Cognitive Development; *Computer Assisted Instruction; Computer Literacy; Elementary Secondary Education; Higher Education; *Individual Development; *Instructional Effectiveness; Microcomputers; Research Needs; Self Esteem; *Social Development; Special Education; Student Attitudes; Teacher Attitudes; Teaching Methods

The purpose of this study is to present information that will help educators to gain a better understanding of microcomputer capabilities and limitations and to inform them as to the role of microcomputers in the classroom. Through examination of studies and articles six topics related to computer-assisted instruction (CAI) are addressed: (1) age groups, ability levels, and subjects with which CAI can be used; (2) effectiveness of CAI in producing achievement gains; (3) other effects of CAI on student development; (4) effects of CAI on attitudes of students and teachers concerning computers; (5) advantages of CAI over other methods of instruction; and (6) limitations of CAI. Annotations of the studies, reviews, and articles examined are divided into six main sections dealing with applications, effects on students' academic and personal growth, advantages and limitations of CAI, and suggestions for more effective use of CAI. It is concluded that CAI can become a valuable learning tool that can be used at many age and ability levels, and that it can result in computer literacy and achievement gains, improved self concepts, and learning motivation. It is cautioned, however, that CAI is neither a cure-all nor suitable for all students, but must be considered one of many instructional methods. Based on the findings of CAI research, several recommendations are made for improved needs assessment by schools and teachers, development of computer literacy, and future research. A 67-item bibliography is included. (MES)

ED 282 527 IR 012 671

Johnson, Richard
Effectiveness and Efficiency in Distance Education.
PUB DATE- Jul 86

NOTE- 13p.; Paper presented at the Conference on Productivity in Tertiary Education (Toowoomba, Queensland, Australia, July 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Developed Nations; *Distance Education; *Educational Economics; *Efficiency; *Evaluation Criteria; Foreign Countries; Higher Education; Institutional Cooperation; Instructional Design; *Instructional Effectiveness
IDENTIFIERS- *Australia; Economies of Scale

The conditions for effective and efficient provision of distance education in the small-scale integrated mode normal in Australian higher education are outlined in this paper. Criteria for the evaluation of effective distance education are listed as follows: (1) student learning of information and understanding; (2) student satisfaction with the content and processes of the course; (3) retention and graduation rates; and (4) employability or advancement within employment. Efficiency is defined in terms of the relationship between inputs, such as equipment cost and salaries, and outcomes, i.e., educational effectiveness. The impact on effectiveness and efficiency of various approaches to distance education is briefly described for each of the following activities: academic production, materials production, distribution, interaction, assignments and other learning activities, assessment, evaluation, and student support/guidance. Measures that would yield economies of scale are suggested, and difficulties and obstacles to the measures are discussed. (MES)

ED 282 586 IR 051 956

Survey of Library Networks and Cooperative Library Organizations: 1985-86.

Enterprises for New Directions, Inc., Washington, D.C.; King Research, Inc., Rockville, Md.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 167p.; Several tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Financial Support; Library Automation; *Library Cooperation; *Library Expenditures; *Library Networks; *Library Personnel; *Library Services; Library Statistics; Library Surveys; Longitudinal Studies; Questionnaires; Shared Library Resources; Tables (Data)

This survey is designed both to update data reported in the survey of library networks and cooperative organizations conducted by the National Center for Education Statistics in 1977-78 and to provide more specific data that will make possible more sophisticated analyses of the status of library networks and cooperative library organizations. Survey data were gathered by means of a questionnaire mailed to 968 library networks and a telephone survey of 122 networks randomly chosen from a sample of the 394 that did not respond to the questionnaire plus an additional 82 networks; a total of 678 valid responses were received. Analyses of the data are reported in discussions of library networks and cooperative library organizations; major network services, activities and resources; staffing patterns of library networks; and funds received and operating expenditures incurred by library networks. Based on these analyses and comparison with the findings of the 1977-78 survey, it was concluded that: (1) library networks in the United States are experiencing healthy growth; (2) library networks are providing more services to more participants for less money in 1985-86 than in 1977-78; (3) federal grants received by library networks in 1985-86 are estimated to be about 9% of all funds received; and (4) library networks are much more self-sustaining in 1985-86 than in 1977-78. The text is supplemented by six tables. Appendices include 17 supporting tables from the 1985-86 survey and 14 from the 1977-78 survey; the questionnaire and instructions from both surveys; errata and addenda to the library networks list; and a statistical analysis of the reliability of the survey results. (KM

ED 282 599 JC 870 233

The Agenda: An Initial Study of Critical Curricular Issues in the Los Angeles Community Colleges.

Los Angeles Community Coll. District, CA. Office of Educational Policy.

PUB DATE- Feb 87
NOTE- 31p.; Prepared by the Ad Hoc Planning Group, Core Curriculum Development Laboratory.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ancillary School Services; *College Curriculum; *College Planning; *Community Colleges; Curriculum Development; Curriculum Problems; *Faculty College Relationship; Faculty Development; Multicampus Districts; Professional Development; *Student Personnel Services; *Teaching Methods; Two Year Colleges

In March 1986, the Core Curriculum Development Laboratory (CCDL) was established in the Los Angeles Community College District (LACCD) to develop "vertical" or sequential programs of study leading to the completion of the desired degree objective within two years. The first activities of the CCDL focused on learning what other institutions have learned and/or undertaken regarding core programs; becoming familiar with high school requirements; and determining how this information could be applied within the LACCD. As a result, the CCDL identified a number of concerns, issues, and problems related to: (1) instructional strategies, course content, and instructional support; e.g., remedial reading and writing assignments had little relation to the content of students' other courses, students needed broader exposure to cultural and ethnic diversity, and faculty recognized a need for clearer and more specific measures of competency; (2) matriculation; e.g, students were often confused by the variety of courses to choose from; there were no specific course sequences for math and physical science students to follow; and there was a lack of tutoring, advisement, and peer support systems for students; and (3) faculty support and recognition; e.g., there was a lack of adequate, quality, in-service training and instructional updating, a need for more clerical support and equipment, and a lack of opportunities for creating networks of faculty across discipline and campus lines. A time schedule and timeline for the development of a permanent CCDL is included. (EJV)

ED 282 641 PS 016 610

Krappmann, Lothar; Oswald, Hans

Negotiation Strategies in Peer Conflicts: A Follow-up Study in Natural Settings.

PUB DATE- Apr 87
NOTE- 37p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Conflict; *Elementary School Students; Followup Studies; Friendship; Intermediate Grades; *Interpersonal Competence; *Peer Relationship
IDENTIFIERS- *Negotiation Processes

To identify the repertoire and the selection of negotiation strategies of children in natural settings, the interactions of 34 elementary school students in classrooms and playgrounds were recorded by two observers who focused on each child for about 3 hours. Children observed and interviewed were in grades 4 and 6 and approximately 10 and 12 years of age, respectively. An interaction was deemed a "negotiation" if conflict emerged between at least two children and led to a controversy actively carried on by dissenting parties. More than 200 interactions in each age group were categorized as negotiations. Domains of negotiations were found to be distinguishable by the negotiability of the problem at issue. Negotiation strategies differed with regard to the kind of communication, display of emotions, means used to influence the other's behavior, and style. A negotiation strategy's potential for creating an "ideal" situation in which participants could reasonably exchange views depended on which pattern it followed. The three patterns were those of coercion and manipulation, offer and reply, and reasoning. Pattern use varied by age, with the pattern of reasoning seldom observed at either age. Children differed according to their participation, repertoire, and the patterns of strategies they applied. They did not always select strategies fitting the domain of negotiation. Friends tended to use strategies differing from those used by non-friends. (RH)

ED 282 655 PS 016 633

Kramer, Deirdre A.; And Others

Age-Relevance of Content Material on Relativistic and Dialectical Reasoning.

PUB DATE- May 87
NOTE- 20p.; Paper presented at the Annual Symposium of the Jean Piaget Society (17th, Philadelphia, PA, May 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; *Cognitive Ability; Cognitive Development; *Middle Aged Adults; *Older Adults; Performance Factors; Problem Solving; *Young Adults
IDENTIFIERS- Age Relevance; *Dialectical Reasoning; *Relative Thinking; Story Content

The effects of age-relevance of content material on reasoning were systematically studied in 120 adolescents, young adults, middle-aged adults, and older adults. Subjects were presented with either an adolescent, young adult, middle-aged, or older adult interpersonal dilemma and asked a series of structured questions assessing relativistic and dialectical assumptions. On the relativism questions, there was both a main effect of age, with highest overall performance by middle-aged and older adults, and an age by story interaction. On the dialectical questions, there was a significant age by story interaction. Subjects tended to perform most poorly on their same-aged dilemma, and the exact age trend was dependent upon the story, suggesting the role of affective processes in reasoning about emotionally relevant dilemmas. (Author)

ED 282 669 PS 016 667

Bugental, Daphne Blunt
Caregiver Attributions as Moderators of Child Effects.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research on Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Behavior Patterns; Beliefs; *Child Caregivers; *Mothers; Parent Child Relationship; Physiology; *Stress Variables
IDENTIFIERS- Child Responsiveness; *Perceived Control; Physiological Response

A model of caregiver-child interaction processes is proposed in which adult attributions are conceptualized as moderator variables. Adult attributions are seen as acting in either a sensitizing or a buffering role in determining the extent to which child behavior or characteristics influence adult affect and behavior. In earlier research (Bugental and Shennum, 1984), this model was tested in a laboratory analog of family interaction. Support was found for the model in terms of nonverbal manifestations of affect. Research reported here extends those findings by exploring the physiological function of child characteristics and caregiver attributions. Eighty undergraduate women viewed videotapes of responsive and unresponsive children in anticipation of interacting with them later. All subjects were premeasured on the Parent Attribution Test (PAT). During viewing and post-questioning, continuous readings were made of their heart rate, skin temperature, and skin conductance. Subjects with low perceived control (PC) over caregiving outcomes, as assessed by the PAT, were found to be more reactive to child responsiveness or unresponsiveness than subjects with high PC. Low PC subjects reacted to unresponsive children with decreased levels of skin temperature and increased heart rate and skin conductance, suggesting anxious arousal. The model is also applied to ongoing research on families at risk for child abuse. (RH)

ED 282 541 IR 012 690

Friderichsen, Blanche
Sources for Selecting School Library Resource Materials, 1986.
Alberta Dept. of Education, Edmonton. Media and Technology Branch.
REPORT NO.- ISBN-0-920794-39-4
PUB DATE- 86
NOTE- 41p.; For the 1985 report, see ED 262 824.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Annotated Bibliographies; Childrens Literature; Courseware; Elementary Secondary Education; Filmographies; Foreign Countries; *Instructional Materials; Learning Resources Centers; *Library Collection Development; *Library Material Selection; Microforms; Nonprint Media; *Reference Materials; Resource Materials; *School Libraries
IDENTIFIERS- *Alberta; *Selection Tools

Recommended sources for the selection of school library materials are listed in this annotated bibliography intended to aid schools in developing their library collections. The sources cover a variety of media including fiction, nonfiction, biographies, picture books, reference books, filmstrips, films, video programs, microcomputer courseware, magazines, and records. Each entry includes the title, author, publication date, price, an annotation, and a symbol indicating the appropriate educational level (elementary or secondary schools). New or revised editions are also flagged with a symbol. Several microform catalogs and aids to facilitate ordering books are also included, and a listing of publishers' addresses is provided. (MES)

ED 282 557 IR 051 922

Reed, Mary Hutchings; Stanek, Debra
Library and Classroom Use of Copyrighted Videotapes and Computer Software.
American Library Association, Chicago, Ill.
PUB DATE- 86
NOTE- 5p.
AVAILABLE FROM- American Library Association: Office of Rights and Permissions, 50 E. Huron Street, Chicago, IL 60611 (single copies free with self-addressed, stamped envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Computer Software; *Copyrights; Elementary Secondary Education; *Legal Responsibility; Public Libraries; School Libraries; *Videotape Recordings
IDENTIFIERS- Copyright Law 1976; Fair Use

Designed to provide guidance for librarians, this publication expresses the opinion of the legal counsel of the American Library Association (ALA) regarding library and classroom use of copyrighted videotapes and computer programs. A discussion of videotapes considers the impact of the Copyright Revision Act of 1976 on in-classroom use, in-library use in public libraries, and loan and duplication of videotapes. Computer software concerns addressed include purchase conditions generally, avoiding license restrictions, loaning software, archival copies, and in-library and in-classroom use. Finally, 19 questions about the use of videotapes or computer software in the library or classroom are presented, and the appropriate response to each situation is provided. (KM)

ED 282 613 JC 870 267

Lucas, John A.
Student Characteristics as Compared to the Community Profile, Fall, 1985. Research Report Series , Volume XV, No. 11.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 15 May 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Characteristics; Community Colleges; Continuing Education; *Educational Trends; *Enrollment Influences; Marketing; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Recruitment; Two Year Colleges; *Two Year College Students

In fall 1985, a study was conducted at William Rainey Harper College (WRHC) to provide a student profile for general information purposes, to gather data not available on the college's automated data file, and to analyze WRHC's marketing outreach. Surveys were mailed to random samples of 500 credit degree students and 300 continuing education students. Response rates of 82% for degree credit student and 71% for continuing education students were obtained. Study findings included the following: (1) WRHC enrolled about 2.7% of the district population in degree credit programs, with the proportions of students in the day and evening programs stabilizing at 53% and 46%, respectively; (2) most of the demographic characteristics of students had remained fairly constant over the last 5 to 10 years, though the average age of continuing education students had consistently grown older; (3) fewer students were interested in bus transportation or car pooling each year; (4) when student enrollments dropped in 1984 and 1985, the decline seemed to affect equally all segments of the student population; (5) 17.5% of the students were assisted by employer contributions for their education; and (6) the major factors attracting students to WRHC continued to be friends and relatives, convenience, specific programs and offerings, and low cost. The survey instrument is appended. (EJV)

ED 282 627 PS 016 537

Shelby, Madge E.
Promoting Positive Attitudes between Mainstreamed SEM Students and Regular Students in an Elementary School Setting.
PUB DATE- 86
NOTE- 107p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attitude Change; Behavior Problems; *Disabilities; Educational Improvement; Elementary Education; *Elementary School Students; Emotional Problems; *Interpersonal Competence; Intervention; *Mainstreaming; Self Concept; Self Esteem; *Student Adjustment

Because handicapped and nonhandicapped students in a Pennsylvania elementary school were not sucessfully mainstreamed and lacked social skills, a practicum was devised to (1) teach social behavior skills to socially/emotionally maladjusted (SEM) students, and (2) present social skill intervention strategies promoting a positive attitude between SEM students and nonhandicapped peers. Participating were two teachers each in grades three, four, five, and six; nine SEM students; and 134 homogeneously grouped students in regular classrooms. Intervention consisted of presentations of films, provision of reading materials for teachers and students, presentation of awareness activities to students by regular classroom teachers, and presentation of a videotaped four-part skill training program designed to develop students' feelings of self-confidence and positive self-image. Evaluations were made on the basis of behavioral observations and sociometric and teacher rating scales. Standards of performance were met for all objectives. Comparison of pre- and post- intervention ratings revealed a significant increase in positive attitudes of the nine SEM students and the 134 regular students. Also, considerable gains were made in teacher attitude toward students experiencing difficulty with social interaction. (Sample program materials and data collection instruments are appended.) (Author/RH)

ED 282 682 RC 016 250

Ladewig, Howard; Thomas, John K.
Does 4-H Make a Difference? The 4-H Alumni Study.
Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.; National Four-H Club Foundation, Washington, D.C.
PUB DATE- Feb 87
NOTE- 10p.; Colored ink is used for graphs. For a more detailed report, see RC 016 249.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Child Development; Citizen Participation; Communication Skills; Competence; Followup Studies; *Group Membership; National Surveys; Participant Characteristics; *Program Attitudes; *Program Effectiveness; Program Improvement; Responsibility; Skill Development; Socioeconomic Status; Youth Clubs; *Youth Programs
IDENTIFIERS- *4 H Clubs; 4 H Programs; *Impact Studies

In response to the need for evidence of 4-H impact on youth development, a national, randomly selected adult sample--710 former 4-H members, 743 former members of other youth organizations, and 309 nonparticipants in youth organizations--was contacted by telephone in 1985. The life skills perspective was utilized to measure the impact of 4-H in helping young people develop the basic competency, coping, and contributory life skills needed to become self-directing, productive, and contributing members of society. Those who had joined 4-H and other youth groups were similar in personal characteristics, but different from the nonparticipants.

Activities, organized clubs, and competition were the most popular forms of 4-H participation. 4-H alumni most valued the inputs and teachings of adult volunteer leaders, family members, and club meetings. Generally, those who participated the longest, joined at an early age, and were female were the most satisfied with their 4-H experience. 4-H membership was rated by alumni as having a high, positive image, but three factors were identified which could improve the growth and impact of 4-H: enhance visibility of 4-H to all youth; recognize different needs of older youth; and couple development of leadership skills with leadership opportunities. Bar graphs supplement the text. (BRDR)

ED 282 395 FL 016 635

Ingram, D. E.
Language Policy and Economic and Social Development.
PUB DATE- Apr 87
NOTE- 44p.; Paper presented at the Annual Meeting of the RELC Regional Language Seminar on the Role of Language Education in Human Resource Development (Singapore, April 13-16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; Correlation; *Economic Development; Educational Assessment; Foreign Countries; International Education; International Trade; *Labor Force Development; *Language Role; Language Tests; *Language Usage; Official Languages; *Policy Formation; Program Implementation; *Public Policy; Second Language Instruction; Second Language Programs
IDENTIFIERS- *Australia; Language Policy

A discussion of language policy making and its place in a nation's economic and social development uses Australia's experience as a case study. In particular, it reviews the factors such as multiculturalism and international relations that have led to the development of a national language policy, and examines the interim documents and the national policy expected to be released in early 1987. Particular attention is given to the role of language in economic development, a probable link between the decline in Australia's language education system and its economic security, and the role of improved language education in economic revival. The importance of a valid, reliable, and readily accessible means of language skills assessment in full and fair development of human resources is emphasized. Finally, the role of language education in Australia's present drive to develop education as an export commodity is considered, focusing on the response of one of the country's largest Colleges of Advanced Education to the export of education, the needs of the Asian-Pacific region, and the critical role of expertise in applied linguistics. (MSE)

ED 282 443 FL 016 742

Sierra, Rita
Language Center Program Evaluation, 1984-1985.
Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.
REPORT NO.- PE85-467-14
PUB DATE- Jun 85
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; Costs; Curriculum Development; Educational Objectives; *English (Second Language); *English for Academic Purposes; Financial Support; *Intensive Language Courses; Language Proficiency; Limited English Speaking; Mathematics Instruction; *Program Effectiveness; Program Evaluation; Science Instruction; Secondary Education; *Social Studies

Fort Worth's Language Center programs offer intensive instruction in English and in social studies to limited-English-speaking students from grades 6-12 in five middle schools and four high schools. The program's objective is to bring the students' English language proficiency to a level enabling them to compete academically in a less sheltered school curriculum. Evaluation of student standardized test results and other measures of student achievement for 1984-85 showed that students made progress in learning English in this English as a second language (ESL) program. In addition, principals were very supportive of the program, and teachers used the program materials and methodologies and articulated program objectives and guidelines. Recommendations for change include: (1) expansion of the middle school program to include science, (2) examination of the ninth grade reading program, and (3) expansion of the high school program to include mathematics. (MSE)

Texas Public Library Statistics for 1985: An Analysis.
Texas State Library, Austin. Dept. of Library Development.
PUB DATE- 86
NOTE- 174p.; For the related statistical report, see IR 051 938.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Analysis; *Library Expenditures; *Library Statistics; *Public Libraries; Questionnaires; *Statistical Data; *Statistical Distributions; Statistical Surveys
IDENTIFIERS- *Texas

Designed to provide librarians, library administrators, and other interested persons with information organized to facilitate comparisons of libraries within the same library system, with comparable service populations, and with comparable expenditures, this publication contains information derived from the 1985 Annual Report/System Membership Applications submitted by public libraries in Texas. The report is divided into four sections containing statistics organized on the basis of the regional library systems, statistics organized on the basis of population served groups, total expenditures, and the percentage distribution of expenditures. A brief introduction provides short explanations and illustrations of how to read the tables in each of the four sections. Three appendices include the following: (1) the instructions and survey form from which the data were gathered; (2) definitions of terms and variables used in this analysis; and (3) an index of output measures. (KM)

ED 282 728 SE 048 151

Yore, Larry D.
A Preliminary Exploration of Grade Five Students' Science Achievement and Ability to Read Science Textbooks as a Function of Gender, Reading Vocabulary, and Reading Comprehension.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Science; *Reading Ability; Reading Comprehension; Reading Instruction; Reading Materials; Reading Research; *Reading Skills; Science Curriculum; Science Education; *Science Instruction; Science Materials; Science Teachers; *Sex Differences

Many educators have long assumed that reading ability is directly related to science achievement, that reading plays a major role in science instruction, and that direct instruction on science reading skills would improve science achievement. The pilot study reported here investigated whether an instructional strategy could be designed to overcome initial differences in reading ability of elementary school students. The results indicate that general reading vocabulary and reading comprehension make a significant difference in science achievement and in the ability to read science textbooks. It is suggested that since classroom teachers have little influence on the structure, organization, and content of science textbooks, that instructional strategies should be developed that supplement existing textbooks and facilitate the learning process. These strategies should include reading as a source of knowledge. (TW)

ED 282 381 EC 192 725

Rosinek, Michele

Prevocational Assessment Screen (P.A.S.) Evaluator's Manual.
PUB DATE- 84
NOTE- 53p.
AVAILABLE FROM- Piney Mountain Press, Inc., P.O. Box 333, Cleveland, GA 30528 ($11.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clerical Occupations; Color; Computer Assisted Testing; Disadvantaged Youth; Job Placement; Job Skills; Mathematical Concepts; *Mild Disabilities; Psychomotor Skills; *Screening Tests; Secondary Education; Visual Perception; *Vocational Aptitude; *Vocational Evaluation
IDENTIFIERS- *Prevocational Assessment Screen

The Prevocational Assessment Screen (PAS) is designed to provide instructors or evaluators with a quick (50 minutes to score and administer) and simple (requiring no training to administer) method of screening mildly handicapped and disadvantaged youth between 14 and 21 years of age for job training and placement. PAS contains eight samples which screen for the following job and training aptitudes: Alphabetizing (verbal clerical perception); Etch-A-Sketch Maze (motor coordination); Calculating (numerical clerical perception); Small Parts (finger dexterity); Pipe Assembly (manual dexterity); O-Rings (form perception); Block Design (spatial perception); and Color Sort (color perception). This manual provides instructions for administration and evaluation of each of the samples. Guidelines and forms for reporting procedures and intake are included. A chart for correlating PAS aptitudes to job characteristics listed in the Dictionary of Occupational Titles and to specific vocational programs is provided. Appendices provide technical information about the PAS (test reliability, norms, validity), a list of parts needed for the screening tests, and documentation for computerized scoring and performance matrix. (CB)

ED 282 411 FL 016 702

Kitao, Kenji
Politeness Strategies Used in Requests--A Cybernetic Model.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cybernetics; Discourse Analysis; Interaction; *Interpersonal Communication; *Interpersonal Relationship; Language Usage; Models; Systems Approach
IDENTIFIERS- *Politeness; *Requests

This paper discusses a cybernetic model of politeness strategies used in the process of making a request. The concept of systems, cybernetic models, and politeness strategies are reviewed, and the way they work together in the proposed model is examined. Politeness strategies are communication strategies used to change behavior enough to achieve goals while either maintaining the existing relationship or making a good impression. People use them to maximize the possibility of gain in requests. These strategies are used both in making a request and in any negotiation that accompanies the request. The proposed cybernetic model attempts to go beyond treating isolated communication variables, accounting for interaction and process in this context. (MSE)

ED 282 427 FL 016 725

Larrimore, B., Ed.
Papers in Literacy. Work Papers of SIL-AAB, Series B, Volume 12.
Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.
REPORT NO.- ISBN-0-86892-316-8
PUB DATE- Dec 84
NOTE- 185p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)

DESCRIPTORS- *Bilingual Instructional Materials; Creative Writing; *Creoles; Diagnostic Tests; Ethnic Groups; Foreign Countries; *Indigenous Populations; Language Research; Language Tests; *Literacy Education; Material Development; Orthographic Symbols; *Phonology; Reading Instruction; Reading Materials; Teacher Education; Uncommonly Taught Languages; Vowels
IDENTIFIERS- *Aboriginal People; Anindilyakwa; *Australia (Northern Territory); Kunbidji; Ndjebbana

Four papers relating to literacy education for Australian Aboriginal peoples are presented. "Testing Epenthetic Vowels in Anindilyakwa" by Velma J. Leeding reports on a study of Aboriginal perceptions of a short transitional vowel. In "Diagnostic Testing of the Anindilyakwa Orthography for Both Reading and Writing," Velma J. Leeding outlines the content and results of the tests designed to determine the viability of the Anindilyakwa orthography chosen by the Aborigines at Umbakumba, Groote Eylandt, Northern Territory. "Preparing Vernacular Beginning Reading Materials for the Ndjebbana (Kunbidji) Bilingual Education Program: Some Linguistic Aspects" by Graham R. McKay discusses linguistic issues in the development of instructional materials for a literacy program in Northern Territory schools. "Reports on Warlpiri Literacy Workshops" by Stephen M. Swartz describes a literacy teacher training program and a writers' workshop at Lajamanu, and includes materials from both programs. (MSE)

ED 282 458 HE 019 120

Karp, Alan; And Others
History of Higher Education Annual, Volume Five, 1985.
State Univ. of New York, Buffalo. Faculty of Educational Studies.
PUB DATE- 85
NOTE- 134p.
AVAILABLE FROM- Faculty of Educational Studies, 367 Baldy, State University of New York at Buffalo, Buffalo, New York 14260 (subscription $10.00 for U.S. and Canada, $12.50 in Latin America and overseas).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Role; Church Related Colleges; *College Presidents; Educational Change; *Educational History; Governance; Governing Boards; Government School Relationship; *Higher Education; Institutional Autonomy; Leadership Styles; *National Organizations; *Political Influences; *Public Colleges; Trustees
IDENTIFIERS- Bennett (Henry Garland); Calvin (John); Geneva Academy (Switzerland); Idaho; Oklahoma; Suzzallo (Henry); University of Washington; Washington

This volume of the History of Higher Education Annual contains five articles. Alan Karp's essay, "John Calvin and the Geneva Academy: Roots of the Board of Trustees," discusses the reoganization and government of the Geneva Academy and Calvin's unsuccessful struggle to establish a church independent of lay control. Institutional associations are considered by Hugh Hawkins in "Problems in Categorization and Generalization in the History of American Higher Education: An Approach through the Institutional Associations." Of concern are association research and the role associations have played in the search for shared identifies among colleges. In "Henry Suzzallo and the University of a Thousand Years," Donald T. Williams considers the career of Henry Suzzallo, who was a politically active college president. Another college president and political leader is considered by Courtney Ann Vaughn-Roberson in "The Politics of Education and Reform: Henry Garland Bennett in Oklahoma, 1907-1951." Finally, the development of public higher education systems in Washington and Idaho are compared by Lois A. Fisher in "The Role of Politics in the Organization and Development of Public Higher Education in Idaho and Washington." (SW)

ED 282 472 HE 020 211

Shingleton, John D.; Scheetz, L. Patrick
Estimated Demand for Michigan's College and University Graduates of 1987.
Michigan State Univ., East Lansing. Placement Services.

PUB DATE- 87
NOTE- 31p.
AVAILABLE FROM- Michigan State University, Placement Services, 113 Student Services Building, East Lansing, MI 48824.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Graduates; Doctoral Degrees; Educational Certificates; Education Work Relationship; *Employment Opportunities; *Graduate Study; Higher Education; *Labor Market; *Majors (Students); Masters Degrees; Professional Education; *Undergraduate Study
IDENTIFIERS- *Michigan

The current job market for 1987 Michigan college graduates was estimated by placement directors and career counselors at 50 Michigan two-year and four-year colleges and universities. The staff rated supply and demand based on information from graduate surveys, employers, and job listings. For each major, the actual ratings are provided of opportunities for graduates at the following levels: associate and certificate, bachelor's, master's, doctoral, and professional and advanced specialists. The rating scale consists of five categories: many more jobs than graduates available (excellent), some more jobs than graduates (very good), about as many jobs as graduates (good), a few more graduates than jobs (fair), and many more graduates than jobs (poor). A listing of job fields is arranged by the level of demand for 1987 college graduates. The levels used are: excellent, very good, good, fair, poor. The list is grouped by degree level: associate, bachelors, masters, doctoral. Findings include: health services graduates at the associate and certificate level had the highest demand; at the bachelor's level, the highest demand for graduates was in industrial arts, computer and information sciences, health services, and service technologies; and master degree graduates in agricultural sciences, health services, computer and information services, and law had very good job markets. (SW)

ED 282 486 HE 020 301

Morrison, James L.

A Futures Approach to Policy Analysis.

PUB DATE- Jun 86
NOTE- 11p.; Paper presented at a seminar at the Annual Meeting of the Association for Institutional Research (Orlando, FL, June 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; College Administration; *College Planning; *Futures (of Society); Higher Education; *Policy Formation; *Prediction; *Trend Analysis
IDENTIFIERS- Environmental Scanning

An approach to policy analysis for college officials is described that is based on evaluating and using information about the external environment to consider policy options for the future. The futures approach involves the following tasks: establishing an environmental scanning system to identify critical trends and emerging issues, identifying and assessing the impact of critical trends and events, forecasting alternative scenarios of the future, developing policy options for each future based on an analysis of key events and trends within each scenario, and assessing the relative impact of each option across the range of alternative futures. Identifying alternative future environments helps to provide a realistic sense of the range of possibilities that may emerge in the future. Understanding the range enables policy analysts to better identify the features that may be common to all or many of the alternatives and thus likely to have an impact on the college no matter which alternative does occur. An alternative future is a narrative description or scenario that is based on and disciplined by the quantitative estimates derived through a process like the Delphi technique. (SW)

ED 282 500 HE 020 328

Hansen, Ronald E.

Higher Education's Effectiveness in Preparing Students for Professional Practice: Perspectives from the Aerospace and Banking Industries.

PUB DATE- Apr 87

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Banking; *Business Administration Education; *College Graduates; *Education Work Relationship; *Engineering Education; Engineers; Higher Education; *Industry; Interpersonal Competence; Job Skills; Knowledge Level; Professional Education; Relevance (Education); *School Business Relationship; Work Attitudes

The congruence of expectations of industrial managers concerning the preparation of college graduates and what university professional schools are attempting to provide was explored. The focus was the aerospace and banking industries. Interviews were conducted with 24 senior executives from 13 corporations to determine what industry requires of graduate students and their expectations of the professional school. Deans, faculty, and placement office staff of four professional schools in two southern California universities were also interviewed. Four categories of competence were used to determine what industry considers complete preparation for employment: knowledge of field, job skills, interpersonal skills, and work attitudes. It was found that job requirements of both industries were more complex than traditionally thought and that these requirements were more exacting than ever. In engineering, knowledge of field was most important, while in business management job skills were what counted. Schools were found to be addressing only one of the four competencies. The engineering profession had established a stronger and more viable school/industry connection than business management. (Author/SW)

Carl, Diana R.
Teaching on DUET.
PUB DATE- Jun 86
NOTE- 10p.; Paper presented at the Conference of the Canadian Association for Distance Education (1st, Toronto, Ontario, Canada, June 1986). For a related paper, see IR 012 660. Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Classroom Environment; *Distance Education; *Educational Television; Foreign Countries; Higher Education; Student Attitudes; Student Participation; Teacher Attitudes; *Teacher Student Relationship; Teleconferencing; *Television Teachers
IDENTIFIERS- *Distance University Education via Television; Mount Saint Vincent University NS

The experiences of a teacher for Distance University Education via Television (DUET) at Mount Saint Vincent University in Nova Scotia are related in this conference paper. The format used is that of a hypothetical conversation with a DUET faculty member, and the content is based on a series of structured interviews in which actual faculty members provided information about how DUET affects their work, their students, concepts of educational technology, and concepts of higher education. Topics covered include: (1) class participation; (2) course structure; (3) parity between distance and on-campus courses; (4) classroom environment; (5) teleconferencing; (6) teacher student interaction; (7) satellite time constraints; (8) course evaluation; and (9) casual viewers and videotaping. (MES)

Guidelines for Educational Computing in Virginia.
Virginia State Dept. of Education, Richmond. Div. of Instructional Media and Technology.
PUB DATE- 84
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavioral Objectives; *Computer Assisted Instruction; *Computer Literacy; Courseware; Curriculum Design; Curriculum Development; Educational Philosophy; *Educational Planning; Elementary Secondary Education; Inservice Teacher Education; Media Selection; *Staff Development
IDENTIFIERS- *Computer Selection; *Software Evaluation; Virginia

Designed to assist educators in planning for the use of microcomputers in their schools, this guide begins with a brief statement of a philosophy for the use of computers in education. The main positions expressed by this philosophy are that students must have the opportunity to learn about the role of technology in society and to acquire the knowledge and skills necessary to use the computer as a personal tool for learning, and that educators should use the computer to augment classroom instruction, to manage instruction more effectively, and to make possible the development of new curricula as well as new approaches to learning. An overview of educational uses of computers is provided and the Division of Instructional Media and Technology is briefly described. Minimum objectives and curricular models for computer literacy for students in Virginia are then presented, followed by guidelines for reviewing and selecting hardware and software. Objectives and suggestions for staff development programs are also provided for three levels of competencies: basic computer literacy, utilization of computers in instruction, and specialization in computer education. A list of available videotapes on computer literacy and the use of microcomputers in the schools for use in connection with staff development activities concludes the guide. (MES)

ED 282 642 PS 016 612

Shaklee, Harriet
Judging Causes and Covariates: Strategies of Older Children and

Adults.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987). Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *College Students; Elementary Education; Elementary School Students; Etiology; Higher Education; Inferences; *Intuition; *Junior High School Students; Logical Thinking; Models; *Sampling; Sex Differences
IDENTIFIERS- *Covariation; *Rule Application

Implications of difficulties in using intuitive statistical reasoning are considered as they bear on the theoretic model viewing persons as intuitive scientists who make causal attributions in everyday life. Data sampling strategies and use of judgment rules to identify covariant events were investigated in two studies. Using a rule-analytic method, Study 1 probed the relationship between rules of causal and covariation judgment among junior high and college students. Findings indicated that the faulty rules of covariation judgment so common among the subjects resulted in incorrect assessments of many covariation relationships. Further analyses revealed that males and females produced notably different strategy distributions in response to the causal and covariation questions. Study 2 investigated information sampling strategy as a potential constraint on the adequacy of everyday causal reasoning among third grade, seventh grade, and college students. As in Study 1, subjects frequently failed to identify true event covariates as causes, often accepting noncovariates as causes of events. Although causal judgment accuracy increased with age, errors were common even among college subjects, especially when judging noncontingent relationships. Information sampling strategy was found to be one potential contributor to relative accuracy in causal judgment. Generally, individuals' statistical intuitions were too faulty to support accurate causal inference. (RH)

ED 282 656 PS 016 635

Pariser, David
Social and Cultural Influences on the Childhood Drawings of Klee, Toulouse-Lautrec and Picasso.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)

DESCRIPTORS- *Artists; *Childrens Art; *Cultural Influences; *Family Influence; *Gifted; Painting (Visual Arts); *Social Influences
IDENTIFIERS- Klee (Paul); Picasso (Pablo); Toulouse Lautrec (Henri de)

This paper is part of a research project designed to look at questions of giftedness and exceptional ability in the arts through a case study of three world-class artists. Examination of the childhood art of Picasso, Lautrec, and Klee reveals no common subject preferences nor any real anomalies in graphic development. This paper focuses on the social and cultural influences on the artists' lives. Parallels can be drawn between the lives of each of these artists and the three-phase model of social influences on child prodigies proposed by Bloom (1985). In Bloom's model, the first phase is marked by playful learning and an intimate relationship with the first teacher. This phase is followed by more serious, disciplined practice and a switch to a more advanced teacher. High self-motivation and intervention of a master in the field occur during the third phase. Parents and teachers influenced the development of each of these three artists in different ways. Two other sources of social influence considered are the popular and high arts of culture. Each of the artists relied on popular images and popular contemporary styles, such as those found in postcards, calendars, and comic strips, as source materials for their early work. Similarly, each, to varying degrees, was influenced by "high art" cultural traditions. However, the most important social factor influencing the development of these artists was the family. (BN)

ED 282 697 RC 016 269

Bennett, Ruth, Ed.; And Others
Teacher's Guide to Word Games.
California State Univ.-Humboldt, Arcata. Center for Community Development.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 84
NOTE- 75p.; For related documents, see RC 016 266-275. Compiled and developed by the Hupa Language Class.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alphabets; American Indian Culture; *American Indian Education; *American Indian Languages; *Basic Vocabulary; Bilingual Instructional Materials; Cultural Context; Cultural Education; Elementary Secondary Education; Language Maintenance; *Native Language Instruction; Phonemic Alphabets; Pronunciation; *Vocabulary Development; Worksheets
IDENTIFIERS- Cultural Literacy; *Hupa; UNIFON Alphabet; *Word Games

Various worksheets to teach basic Hupa language--simple phrases and the vocabulary for animal names and family relationships--are presented in this guide. The introduction notes that materials have been used successfully with students in grades 4 through 8 and that the Hupa language is being taught within the context of traditional Hupa culture. Program goals include these goals for the teacher: review the sounds of the Hupa language, teach at least 4 basic vocabulary areas, introduce at least 20 expressions or sentences, and tell or read at least 4 Hupa legends. Materials for students begin with 37 letters of the Hupa Unifon alphabet and Hupa words (with English translations) illustrating the pronunciation of each of the letters. Names of 26 animals are listed in Hupa, English, and English transliteration. The 16 student worksheets give practice translating basic vocabulary and expressions from Hupa to English and from English to Hupa. Worksheet formats include sentence completion, matching, multiple choice, word search, and riddles. Two tests of 27 and 24 items ask students to match Hupa and English words and expressions. An answer key is provided for the worksheets and tests, and a full-page display of the Indian Unifon single-sound alphabet is appended. (JHZ)

ED 282 713 SE 047 976

Daniel, Charlie; Daniel, Becky
I Wonder. Science Worksheets for the Primary Grades.
REPORT NO.- ISBN-0-916456-82-X
PUB DATE- 80
NOTE- 60p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL
62321-0299 ($4.95 GA192).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materiels (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acoustics; Color; Elementary Education; *Elementary
School Science; Experiential Learning; Heat; Hypothesis Testing;
Light; *Physical Sciences; *Science Activities; Science Education;
*Science Experiments; *Science Instruction; Worksheets

Designed to use simple materials that can be found in almost any household, this document provides elementary teachers and students with activities and worksheets that deal with basic scientific concepts. The activities are intended to help students form and test their own hypotheses. Each topic in the booklet is addressed through a simple experiment and a reproducible worksheet which students can use to record their data. The experiments and activities deal with: (1) absorption of heat; (2) capillary action; (3) cold and warm air; (4) colored pigments; (5) colored lights; (6) condensation; (7) conduction of heat; (8) evaporation; (9) friction; (10) jet propulsion; (11) magnetic attraction; (12) molecular motion; (13) reflections; (14) oils; (15) pulse rate; (16) shadows; (17) sounds; (18) starches; (19) static electricity; (20) sundials; and (21) surface tension. Included are a science word search and some reproducible science award certificates. (TW)

ED 282 744 SE 048 167

Mathematics Curriculum. Kindergarten through Grade Twelve.
Fitchburg State Coll., Mass. Dept. of Special Education.; Leominster School District, MA.
SPONS. AGENCY- Massachusetts State Board of Regents of Higher Education, Boston.
PUB DATE- 87
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- Algebra; Arithmetic; Calculus; Course Content; Curriculum Guides; *Elementary School Mathematics; Elementary Secondary Education; Geometry; *Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Materials; *Mathematics Skills; *Secondary School Mathematics
IDENTIFIERS- *Massachusetts

A collaborative effort among teachers, mathematics specialists, administrators, representatives from local industry, and college and university faculty produced the complete revision of the Leominster Public School System (Massachusetts) mathematics curriculum. This document provides an outline of the complete K-12 mathematics curriculum, including matrices that list the mathematics skills and concepts to be taught at each level. The curriculum is divided into six parts. These are: (1) the elementary (K-6) curriculum; (2) the junior high (7-8) curriculum; (3) the high school curriculum; (4) the consumer mathematics curriculum; (5) the college preparatory mathematics curriculum; and (6) the business mathematics curriculum. Each curriculum outline contains statements of goals, followed by student objectives. The objectives are coded, indicating to what extent each objective relates to the four skill levels used in the outline. These levels relate to the introduction, reinforcement, mastery, and evaluation of the skill involved. Each outline also includes the name of the textbook to be used along with a list of suggested resources. (TW)

ED 282 759 SE 048 185

Lisitzin, Alexandre P.
Principles of Geological Mapping of Marine Sediments (with Special Reference to the African Continental Margin). Unesco Reports in Marine Science No. 37.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.
PUB DATE- 86
NOTE- 122p.
AVAILABLE FROM- Marine Information Centre, Div. of Marine Sciences, Unesco, 7 Place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)

DESCRIPTORS- Cartography; Foreign Countries; *Geology; International Cooperation; *Marine Education; *Ocean Engineering; *Oceanography; Physical Environment; *Physical Geography; Plate Tectonics; Science Education; Scientific Concepts
IDENTIFIERS- *Atlantic Ocean

Designed to serve as a complement to the Unesco Technical Papers in Marine Science, this report concentrates on theoretical and practical problems of geological mapping of the sea floor. An introduction is given to geological mapping procedures at continental margins as well as some practical recommendations taking as an example the African region which is among the least studied regions of the world. Chapter contents include: (1) "Sedimentation Conditions near the Shores of Africa"; (2) "Nomenclature and Classification of Sediments"; (3) "Mapping Bottom Sediments"; (4) "Distribution and Composition of Bottom Sediments near the Shore of West and Central Africa"; and (5) "Modern and Ancient Interplay between the Environment and Sediments." It is suggested that the principles identified in this report for studying and mapping sediments in the eastern part of the Atlantic Ocean can be applied to other regions such as the Mediterranean and the western part of the Indian Oceans. Bibliographic notes are provided, and the abstract is presented in five languages in addition to English. (ML)

ED 282 366 EC 192 709

Harty, Harold; And Others
Academic Challenge Program: Evaluation Report.
Bartholomew Consolidated School Corp., Columbus, Ind.
SPONS AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- Dec 86
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Admission Criteria; Affective Objectives; Critical Thinking; Curriculum Development; Divergent Thinking; *Educational Assessment; Evaluation Methods; Formative Evaluation; *Gifted; Intermediate Grades; Interviews; Locus of Control; Peer Relationship; Primary Education; *Program Effectiveness; *Program Evaluation; Self Concept; Student Evaluation; Summative Evaluation; *Talent; Talent Identification; Teaching Methods; Test Selection
IDENTIFIERS- Indiana (Columbus)

The evaluation report by Bartholomew Consolidated School Corporation (Columbus, Indiana) describes findings concerning what works and what does not work in the Academic Challenge Program, a gifted and talented education program at the elementary and middle school levels. A corollary purpose of the report is to share the evaluation plan itself, which consists of formative and summative evaluation procedures focusing on the following areas: (1) planning and teaching concerns; (2) student peer interaction; (3) scholastic aptitude enhancement; (4) cognitive influences; (5) cognitive-affective interface influences; and (6) affective influences. While no changes were recommended in the elementary level program, the report suggests an increase in group projects, field trips, discussion groups, and innovative inquiry teaching methods for the middle school program, as well as the use of nontraditional selection and evaluation approaches in addition to those currently used by teachers at the middle school level. Student retention and low student achievement are issues identified for further study. The appendices include the Program Working Evaluation Design; professional staff interview schedule; peer interaction interview schedule; and the text of five test instruments used to evaluate students' critical and divergent thinking skills, study habits and attitudes, self-concept, and locus of control. (JW)

Professional Resources Catalogue 87.
Alberta Dept. of Education, Edmonton.
REPORT NO.- ISBN-0-920794-47-5
PUB DATE- 87
NOTE- 187p.; This catalogue supersedes the 1982 catalogue.
LANGUAGE- English; French
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiovisual Aids; Elementary Secondary Education; Filmographies; *Films; Filmstrips; Higher Education; *Learning Modules; *Professional Development; School Personnel; Schools of Education; Student Teachers; *Videotape Recordings

Designed for use by student teachers, professional teachers, or other groups involving local educators, this catalog lists kits (35mm slide/audiotape kits, etc.), videotapes, and 16mm films. Materials are listed in three sections: (1) Information, which includes an introduction, information about ordering materials, and the organization of the catalog; (2) Subject Heading Index, which lists the titles of the materials alphabetically under Library of Congress subject headings; and (3) Alphabetical Title/Series Index, in which each entry includes the title, publisher, date of publication, media format, an annotation, subject headings, and an accession number for use in ordering that item. Both French and English materials are included, and annotations for materials designed for use by French speaking professionals are written in that language. (MES)

ED 282 558 IR 051 923

Weaver, Barbara F.
Library Network Report to the New Jersey Legislature and the State Board of Education. Library Network Report for Fiscal Year 1985-86.
New Jersey State Library, Trenton.
REPORT NO.- PTM-no.-600.33
PUB DATE- Oct 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Continuing Education; Financial Support; Grants; Library Administration; Library Expenditures; *Library Networks; *Library Planning; *Library Services; *Regional Cooperation; *State Programs; Statewide Planning
IDENTIFIERS- *New Jersey

This report summarizes the 2.5-year process of the development and implementation of the New Jersey Library Network, including the formation of six Regional Library Cooperatives, hiring of staff members, and detailed regional planning. Following introductory material which includes listings of the members of the New Jersey State Board of Education and the Division of the State Library Advisory Council, a summary of activities, a map of the counties served, and a listing of members of the executive board and charter members are provided for each of the six regional cooperatives. The coordinators, office locations, and presidents for each region are also listed. A discussion of the development of statewide services includes the following: (1) Interlibrary Loan (ILL) Access Center; (2) UMDNJ (University of Medicine and Dentistry of New Jersey) Statewide Loan Program; (3) Resource Libraries; (4) Library Network Review Board; (5) Continuing Education; (6) Research Library Centers; (7) Rutgers' New Jersey Newspaper Project; (8) Electronic Communication Grant Project; and (9) Statewide Delivery Grant Program. In addition, fiscal reports and projections for appropriations, regional services, and statewide services are provided for fiscal years 1986, 1987, and 1988. Finally, a discussion of issues of concern considers membership recruitment, service patterns, communications, and funding. (KM)

JC

ED 282 587 JC 870 095

California Community College Reform. Final Report. Advance Copy.
California State Legislature, Sacramento. Joint Committee for Review of the Master Plan for Higher Education.
PUB DATE- 7 Jan 87
NOTE- 50p.
AVAILABLE FROM- Joint Publications, Box 90, State Capitol, Sacramento, CA 95814 ($4.26).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Change Strategies; *Community Colleges; Educational Assessment; *Educational Change; Educational Finance; *Educational Improvement; Governance; Institutional Mission; School Personnel; State Legislation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

The proposals presented in this report were developed by the Joint Committee for Review of the Master Plan for Higher Education with the intention of strengthening the capacity of the California community colleges to meet the state's emerging economic and demographic needs. After section I provides a general introduction and statement of intent, section II addresses issues related to access to education and student success, with proposals concerning assessment, counseling, and placement. Section III focuses on mission and function, including proposals related to transfer and vocational education, remediation, English as a Second Language, adult education, and fee-based community services. Section IV presents proposals regarding faculty, administrators, and staff, which deal with credentials; recruitment; affirmative action; part-time faculty; tenure; collective bargaining; student services staff; personal, professional, and intellectual development; and institutional development. Section V deals with community college governance, including recommendations related to the state board of governors, district governing boards, and campus governance. Finally, section VI makes proposals regarding community college finance. Dissenting opinions from the committee are appended. (EJV)

ED 282 600 JC 870 249

Boughton, Roger W.
The Minnesota 11th and 12th Grade Post-Secondary Enrollment Options Program: Is It Changing the Traditional Structure of Secondary and Post-Secondary Schools?
SPONS. AGENCY- Council of North Central Community and Junior Colleges.
PUB DATE- Mar 87
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Dual Enrollment; Educational Legislation; High Schools; *High School Students; *Participant Satisfaction; Questionnaires; Rural Schools; *Student Attitudes; Surveys; *Teacher Attitudes; Two Year Colleges; Urban Schools

In 1985, the Minnesota Legislature passed legislation permitting and encouraging 11th and 12th grade students attending public high schools to enroll in public and private postsecondary institutions. Approximately 2% of all 11th and 12th grade students in the state took part in the program during its first year of operation, with the majority of those students enrolled in community colleges. A study was conducted to analyze the attitudes and opinions of students and faculty who participated in the program during the 1985-86 academic year at Austin Community College (ACC) and Rochester Community College (RCC). Of the 31 students and 11 faculty members invited to participate in the study, 24 students and 9 faculty members provided usable responses. Study findings included the following: (1) 62% of the ACC students perceived the college as a continuation of high school, while 37% of the RCC students described the institution as a liberal arts college; (2) 31.3% of the ACC students reported that they attended the local community college as a way to save money, while 37.5% of RCC students stated that they attended the college because they were bored with high school; (3) 37.5% of the ACC students and 75% of the RCC students received B's in their college courses; (4) students at both colleges strongly agreed that the experience had been worthwhile; (5) 79.1% of the students did not plan to attend the community college following high school graduation; and (6) high school faculty were not highly supportive of the program.

Survey instruments are appended. (EJV)

ED 282 614 JC 870 268

Follow-Up Study of Students Who Completed Community College Occupational Programs during Fiscal Years 1983-85.

Illinois Community Coll. Board, Springfield.

PUB DATE- Jun 87
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; *Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; State Surveys; *Technical Education; Two Year Colleges; *Two Year College Students; Vocational Education; Vocational Followup
IDENTIFIERS- Illinois

A study was conducted by the Illinois Community College Board to track students who had completed occupational programs at community colleges between 1983 and 1985 to see if their studies had helped them succeed in the working world. Surveys were sent to 9,807 of the 52,400 students who completed degree or certificate programs, requesting information on employment or educational status and wages earned. Study findings, based on responses from 5,945 graduates, included the following: (1) overall 75.3% of the graduates were employed, 14.0% were pursuing further education, 0.3% were in the military, 4.7% were not seeking employment, and 5.2% were unemployed and seeking employment; (2) nearly 83% of the employed graduates were working in jobs related to their programs of study; (3) 59.3% of the employed completers found their jobs after finishing their programs, 19.9% found their jobs while still enrolled, and 20.8% had their jobs before they began their studies; (4) the mean salary of those responding to the survey was $7.75 per hour; (5) 65.0% had received associate degrees, 19.2% had been enrolled in short-term certificate programs, and 15.7% had completed long-term certificate programs; and (6) 58.7% of the employed program completers were working in their own community college districts. Results by program area, data tables, and survey forms are appended. (EJV)

ED 282 670 PS 016 677

Looking at Life. An Education Program for Parents in Four Modules.

Research Assessment Management, Inc., Silver Spring, MD.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 87
NOTE- 249p.; A large poster accompanying the original document has been removed. Photographs may not reproduce well.
CONTRACT- HHS-105-85-1519
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ethnicity; *Family Life; Health; Individual Development; Instructional Materials; Learning Modules; *Parent Child Relationship; *Parent Education; Play; Readiness; *Values Clarification
IDENTIFIERS- *Parents as Teachers; *Project Head Start

Consisting of four modules of three sessions each, this Head Start parenting education curriculum offers parents opportunities to look at their lives from new angles and to share ideas and support with other parents. The first module focuses on daily life and ways to improve it. Parents try out various exercises and relaxation techniques, explore their attitudes toward food and money, and look at ways to manage their time more efficiently. The second module promotes parents' confidence in their roles as prime educators of their children. By looking at children's play, parents consider how to promote and support their children's development and prepare them for the challenges of school. The third module gives parents opportunities to examine family life today, to value their own family, and to gain group support for strengthening their family. The fourth module offers parents a view of their present situation in terms of (1) the perspective of the individual life span, (2) the influence of one generation on the next, and (3) the history of each parent's race and ethnic group in America. Parents are helped to clarify their values about sexuality, relationships between men and women, and ethnic identity, and to discuss ways to transmit their values to their children. (RH)

ED 282 573 IR 051 940

Niemeyer, Karen K.
Copyright Policy and Guidelines for Use of Copyrighted Materials.
Carmel-Clay School District, Carmel, IN.
PUB DATE- Feb 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Computer Software; *Copyrights; Elementary Secondary Education; *Legal Responsibility; Records (Forms); *Reprography; *School Libraries; Student Responsibility; Teacher Responsibility; Videotape Recordings
IDENTIFIERS- Carmel Clay Schools IN; Downloading (Computer); Fair Use; *Off the Air Recordings; *Software Copying

A one-page copyright policy adopted by the Board of Education of Carmel Clay Schools, Carmel, Indiana, is accompanied by guidelines for the use of copyrighted materials designed for the use of school staff members. Following a general discussion of copyright, the guidelines include discussions of the following topics: (1) computer software; (2) database downloading; (3) photo and/or thermal copying; (4) tests of Fair Use regarding brevity, spontaneity, and cumulative effect; (5) videotapes; and (6) additional privileges for libraries and students. A "Request for Permission to Copy" form and two letters regarding the copyright policy and guidelines are also included. (KM)

ED 282 628 PS 016 541

Trawick-Smith, Jeffrey
Effects of a School-Based Preparation Program on Young Children's
  Ideas and Feelings Concerning the Hospital.
PUB DATE- 79
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; *Hospitals; *Intervention;
  *Negative Attitudes; *Preschool Children; Preschool Education;
  Pretests Posttests

A total of 11 children 4 years of age were questioned about the purposes and procedures of hospitalization both before and a week after a special school-based preparation program. Subjects expressed more ideas, particularly regarding what occurs in hospitals, after the program than before it. Their comments about hospitalization were more specific following the intervention, but neither the accuracy nor the fluency of ideas regarding feelings was affected. Subjects maintained a generally negative view of hospital life at the conclusion of the program. Further investigation of the efficacy of school-based preparation programs in protecting the emotional well-being of hospitalized children is recommended. (Author/RH)

ED 282 683 RC 016 251

Quick, Sam; And Others
Revitalizing Rural America: SOS Learning Networks.
PUB DATE- 85
NOTE- 8p.; Paper presented at the National Rural Teacher Education Conference (1st, Bellingham, WA, October 9-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Committees; *Community Action; Community Development; *Community Education; Free Education; *Human Resources; Models; Networks; *Nonformal Education; Rural Areas; Self Actualization; Volunteers
IDENTIFIERS- Community Needs; Cooperative Extension Service; Kentucky; *Learning Exchange Networks; *Sharing Behavior

Kentucky's SOS (Sharing Our Selves) Learning Networks are community-owned, volunteer-run, informal learning/development programs incorporating community needs and the skills/knowledge/experience of individuals regardless of academic credentials. The Cooperative Extension Service administers the programs. Interested community members list subjects they would like to study and subjects they know well enough to share with others. A volunteer committee selects learning exchange possibilities and volunteer sharers, develops/distributes a catalog, finds free space throughout the community for classes, registers community members, and conducts a simple evaluation. In 1984, 11,205 participants enrolled in 474 courses such as cheesemaking, creative writing, computer programming, and auto tuneup, and in discussion forums on zone changes, drug abuse, and similar community issues. A statewide survey of 661 people found 45% willing to share talents and hobbies in informal educational settings and 64% interested in attending such sessions; rural inhabitants showed more interest than urban residents; 45% of Network participants listed development of empowerment as an important benefit. SOS Learning Networks overcome limitations of community education by involving a variety of community groups/agencies, maximizing volunteer participation, charging no fees, being administered by the Cooperative Extension Service, and offering classes beyond the scope of usual community education programs. One community's response to the formation of a Learning Network is described as a real life example of the program's appeal. (LFL)

ED 282 729 SE 048 152

Watts, Owen; And Others
Alternative Senior High School Courses.
PUB DATE- Apr 87
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Developed Nations; *Educationally Disadvantaged; Foreign Countries; *Integrated Curriculum; National Programs; *Nontraditional Education; *Potential Dropouts; Secondary Education; *Special Programs
IDENTIFIERS- *Australia (Western Australia)

This study was designed to investigate the effects of the changes suggested in the Report of the Committee of Inquiry into Education in Western Australia (Beazley Report) and the Report of the Ministerial Working Party on School Certification and Tertiary Admissions Procedures (McGaw Report). Special attention was directed to the impact that the reports would have on the continuation or termination of Alternative Upper School (AUS) courses, their integration into normal school timetable and their success in catering to the needs of the types of students taking AUS courses in the past. Case studies were conducted on a number of schools which responded to the Beazley and McGaw recommendations in different ways. These included schools which completely abandoned existing AUS courses, those that kept AUS courses, and schools that partially integrated AUS courses within the normal school timetable. It was found that the new alternatives to AUS courses were not entirely successful in that there was a deterioration in pastoral care and that the most alienated students no longer returned to school at all. In many ways, the most successful compromise appeared to be partial integration of AUS courses into the normal school timetable. A reference list is also provided. (ML)

ED 282 396 FL 016 637

Blankoff, Jean, Ed.; And Others
The Teaching of Russian Language and Literature in Europe = L'enseignement de la langue et de la litterature russes en Europe = Prepodavanie russkogo yaeyka i literatury v Europe. Proceedings of the AIMAV Seminar (17th, Brussels, Belgium, 1986).
Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-globales, Ghent (Belgium).
PUB DATE- 86
NOTE- 172p.
LANGUAGE- English; French; Russian
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Communicative Competence (Languages); Comparative Analysis; Cultural Awareness; Cultural Influences; Error Analysis (Language); *Foreign Countries; Higher Education; Instructional Materials; Interference (Language); Intonation; Literary Criticism; Notional Functional Syllabi; Phonetics; Phonology; Reading Comprehension; Reading Tests; *Russian; *Russian Literature; Secondary Education; *Second Language Instruction; *Second Language Learning; Semantics; Teacher Improvement; Teacher Qualifications
IDENTIFIERS- *Europe; France; Orthography; *USSR; West Germany

Papers from the Proceedings of the 17th meeting of the AIMAV (Association internationale pour le developpement de la communication interculturelle) are collected in this volume. Conference papers appear either in English, in French, or in Russian. For purposes of this abstract, all titles below have been translated into English. The English-language papers presented here are: "My Method of Studying Russian," (Maria T. Bella); "The Teaching of Russian in the USSR: World-Wide Window for Soviet Non-Russians," (Goldie Blankoff-Scarr); and "Grammatical Interference of the Native Language in Russian Language Learning," (E. Popoff-Bocker). Papers in French are: "A Tentative Analysis of the State of Russian Language Instruction in France," (Irene Commeau); "The Problem of Teaching Russian Literature in Translation," (Claude De Greve); "Ann Attempt at Teaching Some Elementary Structures of Russian: Phonology and Phonetics, Transcription and Orthography," (Danielle Konopnicki-Miot); and "The Semantic Approach of the Russian Culture," (N. Stange-Zhirovova). Papers in Russian are: "The Advancement of Russian Language Teacher Qualifications with Regard to the Communicative Tasks of Instruction," (T. M. Dorofyeeva); "Some Aspects of My Teaching an Advanced Russian Literature Class in a French College," (O. M. Grabovskaya); "On Minimizing Classroom Materials," (Arto Mustajoki); "An Accounting of the Progress of Comparative Literary Criticism in the Teaching of Russian Literature," (Michai Novikov); "Two Intonation Contours in Contemporary Russian Language," (Cecilia Ode); "Teaching Russian Language in the Non-Russian European Parts of the USSR," (Shegun Odunuga); "Comprehension Tests of Russian Texts," (C. Petri); and "The Status of Russian Language Instruction in West German Schools, 1984," (Kai Sieveking). (LMO)

ED 282 412 FL 016 703

de Jong, John H. A. L.
Listening, a Single Trait in First and Second Language Learning.
PUB DATE- Jan 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Age Differences; Comparative Analysis; Correlation; Educational Background; *English (Second Language); *Language Processing; Language Skills; Language Tests; *Listening Comprehension; Native Speakers; *Second Language Learning; Statistical Analysis; Test Length; Test Reliability; *Test Validity

A study investigated the validity of an English listening skills test by comparing the results of native American and British English speakers with those of Dutch students of English as a second language. A hypothesis suggested that two-thirds of the items would test listening skills and the remaining third would test other knowledge. Test results were analyzed according to both classical test theory and the Rasch item response theory. The findings showed the test to be disappointing as a measure of listening comprehension skills, but did suggest that the language listening ability of first- and second-language learners can be measured along a single variable that can be distinguished from age and educational background. (MSE)

ED 282 413 FL 016 704

de Jong, John H. A. L.
Testing Foreign Language Listening Comprehension.
PUB DATE- 82
NOTE- 11p.; Paper includes a table and six figures that contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cloze Procedure; English (Second Language); Evaluation Criteria; Foreign Countries; Item Sampling; Language Proficiency; *Language Tests; *Listening Comprehension; Native Speakers; Objective Tests; Pilot Projects; Postsecondary Education; Second Language Learning; *Second Languages; *Test Construction; Test Format; Test Items; Test Reliability; *Test Validity
IDENTIFIERS- *Netherlands

The development and validation of a test of listening comprehension for English as a second language at the Dutch National Institute for Educational Measurement (Cito) is described. The test uses two distinct item formats: true-false items and modified cloze items with two options. Both item formats were found to measure foreign language listening comprehension in a valid and reliable way, testing comprehension of a large variety of language samples. However, the cloze item appeared to demonstrate better psychometric qualities. Further testing of the true-false item format is recommended. (MSE)

ED 282 428 FL 016 727

Swartz, Stephen M., Ed.
Papers in Warlpiri Grammar: In Memory of Lothar Jagst. Work Papers of SIL-AAB, Series A, Volume 6.
Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.
PUB DATE- Jun 82
NOTE- 326p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Creoles; Descriptive Linguistics; Ethnic Groups; Foreign Countries; Form Classes (Languages); *Grammar; *Indigenous Populations; Language Research; Morphology (Languages); Phrase Structure; Prepositions; *Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages; *Verbs

IDENTIFIERS- Aboriginal People; *Australia; *Warlpiri

Five papers on the grammar of Warlpiri, an Australian Aboriginal language, include: "A Tentative Description of Ngardilpa (Warlpiri) Verbs" (Lothar H. Jagst); "Syntactic Structure of Warlpiri Clauses" (Stephen M. Swartz); "A Preliminary Description of Propositional Particles in Warlpiri" (Mary Laughren); "Warlpiri Verb Roots and Preverbs" (David Nash); and "Some Essential Features of Warlpiri Verbal Clauses" (Kenneth Hale). (MSE)

ED 282 429 FL 016 728

Glass, Amee
Ngaanyatjarra Sentences. Work Papers of SIL-AAB, Series A, Volume 7.
Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.
PUB DATE- Feb 83
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Creoles; Descriptive Linguistics; Ethnic Groups; Foreign Countries; *Grammar; *Indigenous Populations; Kernel Sentences; Language Research; Morphology (Languages); Phrase Structure; Sentence Combining; *Sentence Structure; Structural Analysis (Linguistics); Suprasegmentals; Uncommonly Taught Languages
IDENTIFIERS- Aboriginal People; *Australia; *Ngaanyatjarra

A descriptive study of Ngaanyatjarra, an Australian Aboriginal language, examines two major areas of sentence structure. First, it describes the grammatical structure of the sentence, beginning with the simplest sentence and moving into verb clusters, complex sentences, and juncture strategies. Second, it outlines the meaning and usage of various sentence types. (MSE)

Blanc, Michel, Ed.; Hamers, Josiane F., Ed.
Problemes theoriques et methodologiques dans l'etude des langues/dialectes en contact aux niveaux macrologique et micrologique = Theoretical and Methodological Issues in the Study of Languages/Dialects in Contact at Macro- and Micro-Logical Levels of Analysis. Proceedings of the International Conference DALE (University of London)/ICRB (Laval University, Quebec)/ICSBT (Vrije Universiteit te Brussel) (London, England, May 23-26, 1985).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- CRB-160; ISBN-2-89219-173-4
PUB DATE- 87
NOTE- 211p.; For individual papers, see FL 016 744-756.
LANGUAGE- French; English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bilingual Education; Case Studies; *Cultural Differences; Diachronic Linguistics; *Dialects; Diglossia; Grammar; *Intercultural Communication; *Intergroup Relations; Language Research; *Languages; *Language Variation; Minority Groups; Multicultural Education; Multilingualism; Psycholinguistics; Second Language Instruction; Social Networks; Socioeconomic Status; Sociolinguistics; Standard Spoken Usage
IDENTIFIERS- Belgium; English (British); Great Britain; *Language Contact

Papers from an international conference on the interaction of languages and dialects in contact are presented in this volume.

Papers include: "Quelques reflexions sur la variation linguistique"; "The Investigation of 'Language Continuum' and 'Diglossia': A Macrological Case Study and Theoretical Model"; "A Survey of Dialect Grammar in British English"; "The Relevance of Social Network Analysis in the Psycholinguistic Investigation of Multilingual Behavior"; "Networks, Language Variation and the Relevance of Sociolinguistic Research"; "Language Choice and Communicative Intent in a British Black Community"; "'The Essence of Language is History': A Theoretical Introduction to the Connection Between Social Relations and Language Relations in 19th Century Brussels"; "Elements de reflexion sur l'analyse des aspects societaux des contacts des langues"; "Problemes de l'enseignement des langues secondes standard pour les minorites culturelles"; "L'enseignement des langues secondes standard aux minorites culturelles a Bruxelles"; "Problemes de l'enseignement de la langue seconde standard pour les minorites culturelles"; "Macrological and Micrological Problems in the Study of Multilingual and Multicultural Education"; and "A Project of Community Bilingual Education: Some Theoretical and Applied Issues." Papers in French have English abstracts and papers in English have French abstracts. Commentaries on the papers are also included. (MSE)

ED 282 487   HE 020 311

Kirschner, Alan H.; Thrift, Julianne Still
Access to College: The Impact of Federal Financial Aid Policies at Private Historically Black Colleges.
National Inst. of Independent Colleges and Universities, Washington, DC.; United Negro College Fund, Inc., New York, N.Y.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 87
NOTE- 34p.
AVAILABLE FROM- United Negro College Fund, 500 East 62nd Street, New York, NY 10021 or National Institute of Independent Colleges and Universities, 122 C Street, NW, Suite 750, Washington, DC 20001 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Black Colleges; Dependents; Family Income; *Federal Aid; *Financial Policy; Grants; Higher Education; Low Income Groups; Parent Financial Contribution; *Private Colleges; Public Policy; State Aid; Student Employment; *Student Financial Aid; Student Loan Programs; Undergraduate Students
IDENTIFIERS- Debt (Financial)

Ways that private black college undergraduates and other private college students finance their education are compared, based on data for 2,380 student aid recipients at 38 colleges. Historically black college (HBC) students who received aid, compared with non-HBC students: (1) had fewer family resources to assist them; (2) earned less during the summer for college costs; (3) faced large debt burdens; (4) were more likely to reside in states offering relatively small amounts of grant aid to private college students; and (5) received very little in institutional student assistance. Data for 1983-1984 are presented on the distribution of federal aid among full-time dependent aid recipients at private HBCs and at private colleges nationally. The following categories of aid are covered: two types of federal grants; four types of institutional grants; three types of state grants; external grants; three types of federal loans; long-term institutional loans; external loans; federal and state work-study and school assistantships; and student and family contributions. This information is also broken down for students whose parents earn less than $10,000. Information on the research methodology and a list of participating colleges are appended. (SW)

ED 282 515 IR 012 657

Bates, A. W.
Using Television in Distance Education. Papers on Information Technology No. 245.
PUB DATE- Aug 85
NOTE- 20p.; Paper presented at the World Conference of the International Council for Distance Education (13th, Melbourne, Australia, August 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Broadcast Television; Cable Television; Cognitive Processes; Communications Satellites; Developed Nations; *Distance Education; Educational Media; *Educational Television; Foreign Countries; Higher Education; Interactive Video; Media Selection; *Videodisks; Videotape Cassettes
IDENTIFIERS- Open University (Great Britain)

The presentational power of television gives it unique teaching characteristics and it is a source of a wide variety of learning material that would be unavailable to learners in any other way. For instance, it can be used to: (1) demonstrate experiments or experimental situations; (2) explain principles involving movement over space and/or time; (3) provide students with case-study material; (4) archive audiovisual material; and (5) demonstrate processes. Through illustration, modelling, and supplantation, television can enhance learning by providing audiovisual images corresponding to aspects of cognitive processing. Methods of delivery include broadcasting, videocassettes, videodiscs, cable, and satellite. Some advantages of interactive videodiscs have been identified through experiences at the Open University in Great Britain and in the United States; e.g., the videodiscs can allow for individual differences, can provide excellent feedback, can be rich symbolically, and can provide an intensive learning experience. Disadvantages include high costs, the equipment needed, difficulties in programming for creative use by students, and the lack of interactive videodiscs in homes. Computer controlled videodiscs have great potential where there is a major training need or where alternatives would be costly. While television needs to be used selectively, depending on the type of course, the audience, and the skills to be developed, it can be a valuable asset for distance education, provided resources are available to do the job properly and teachers know exactly why they are using it. (MES)

ED 282 529 IR 012 673

Morrison, Gary R.; And Others
The Influence of Varying Text Densities in Teaching with Computer and Print Presentations.
PUB DATE- 20 Nov 86
NOTE- 35p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Cognitive Processes; *Computer Assisted Instruction; Concept Teaching; Higher Education; Instructional Design; *Instructional Effectiveness; *Intermode Differences; Locus of Control; Statistics; *Student Attitudes; Teaching Methods; *Time on Task

IDENTIFIERS- Learner Control; *Printed Text; *Screen Text; Text Density (Computer Display)

This research project was designed to explore ways of making computer text presentations more readable as a way of compensating for the constraints that computers impose on the display of text as compared with print-on-paper displays, e.g., limited screen resolution and display area. Forty-eight undergraduate teacher education majors enrolled in an instructional technology course received either a print or computer-based instruction (CBI) statistics lesson containing low-density (concise) narrative text, high-density (conventional) text, or the density type they preferred (learner-control). Results showed that the low-density display reduced completion time relative to the high-density version, while yielding equivalent achievement. Subjects receiving the lesson in the print mode had shorter completion times and higher achievement than their CBI counterparts. Attitude results showed that CBI was favorably regarded, but perceived as longer and slower-moving than print. A discussion of these results and their implications for designing instructional material in accord with CBI attributes and learner characteristics concludes the report. A 52-item list of references is provided, as well as three tables and samples of low-density and high-density frames from the CBI lesson. (Author/MES)

ED 282 657 PS 016 636

Henry, Gertrude B.
Cultural Diversity Awareness Inventory = Inventario Sobre el Reconocimiento de Diversas Culturas.
Michigan Reading Association.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC Handicapped Children's Early Education Program.
PUB DATE- Oct 86
NOTE- 34p.; Distributed by the Hampton University Mainstreaming Outreach Project.
GRANT- G-008530165
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Check Lists; *Cultural Awareness; Elementary Education; *Elementary School Students; Guidelines; *Program Development; Resource Materials; Self Evaluation (Individuals); *Teacher Role

This booklet features a checklist designed to help persons who are involved in providing direct services to culturally diverse, young special needs children to assess their attitudes, beliefs, and behavior toward these children. The booklet also contains suggestions and lists of print, film, and filmstrip resources for developing a school program which encourages children to respect and accept cultures different from their own. The checklist consists of 28 items to which respondents may indicate the extent of their agreement or disagreement. Suggestions concern ways of (1) increasing general cultural awareness, (2) working with adults, (3) using effective communication strategies, (4) conducting accurate assessments, and (5) utilizing multi-cultural methods and materials. The booklet includes English and Spanish versions of the text.(RH)

ED 282 714 SE 047 977

Embry, Lynn

Apple Treats. BASIC Classroom Computing Featuring Hands-On Activities and Pencil/Paper Fun.

REPORT NO.- ISBN-0-86653-326-5
PUB DATE- 85
NOTE- 100p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($7.95 GA662).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Graphics; *Computer Literacy; *Computer Science; Computer Uses in Education; Courseware; Educational Games; Elementary Education; *Elementary School Science; Glossaries; *Programing; Programing Languages; Puzzles; *Science Activities;

Science Education; *Science Instruction
IDENTIFIERS- *Apple (Computer); *BASIC Programing Language

Developed as an introduction to computer programming using an Apple microcomputer, this document presents teachers and students with: (1) essential vocabulary used in the BASIC language; (2) syntax; and (3) programming techniques. Simple hands-on activities designed to guide the learner through beginning BASIC programming skills and fundamental graphics are provided in the first half of the book. The second half contains activities, word puzzles and games, designed to evaluate student progress and reinforce the learning of computer programming. The document is designed to be used sequentially and many of the activities are printed in a reproducible format. Included in the back of the book are a summary of basic commands and keywords, a glossary, an answer key to the quizzes and activities, and an index. (TW)

ED 282 745 SE 048 169

Ruderman, Harry D., Ed.
NYSML-ARML Contests 1973-1985. Second Edition.
Mu Alpha Theta, Norman, OK.; National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-247-3
PUB DATE- 87
NOTE- 199p.; For first edition, see SE 048 168.
AVAILABLE FROM- NCTM, 1906 Association Dr., Reston, VA 22091 ($8.00; 10 or more 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Algebra; *Competition; Geometry; Group Activities; Mathematical Enrichment; *Mathematics Instruction; Mathematics Skills; *Mathematics Tests; Secondary Education; Secondary School Mathematics; State Programs; *Test Items; Trigonometry; Word Problems (Mathematics)
IDENTIFIERS- *Mathematics Contests

Each year the New York State Mathematics League (NYSML) and the Atlantic Region Mathematics League (ARML) hold mathematics competitions for secondary school students. This document contains the questions used from 1973 to 1985, and the ARML questions used from 1976 to 1985. For each competition listed the book provides: (1) power questions; (2) short answer questions; (3) relay questions; and (4) other team questions. These are followed by the written solutions to each question, which, in most cases, was supplied by the author of the question. (TW)

ED 282 760 SE 048 186

Wavering, Michael J.; Watson, Charles D.
Survey to Determine Women and Minority Participation in Mathematics and Science Programs in the Public Secondary Schools of Arkansas. Report to the Arkansas Department of Education, Vocational and Technical Education Division.
Phi Delta Kappa, Fayetteville, AR. Univ. of Arkansas Chapter.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock.
PUB DATE- May 87
NOTE- 35p.; The questionnaire contains small, light print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Enrollment Trends; *Females; Mathematics Education; *Minority Groups; Public Schools; Science Education; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Sex Bias; State Surveys; *Student Participation
IDENTIFIERS- Arkansas; *Mathematics Education Research; *Science

Education Research

Developed to serve as a point of comparison for women and minority student participation in mathematics and science courses, this survey focused on secondary schools in Arkansas. Survey forms were sent to all Arkansas secondary schools (N=362) and 246 forms were returned (68 percent of the initial mailing). Findings include: (1) males are over-represented in general mathematics in smaller schools; (2) Caucasian females are over-represented in geometry and algebra II in smaller schools; (3) more than 40 percent of trigonometry/advanced mathematics, calculus, and computer science courses in medium-sized schools have an over-representation of Caucasian males or females; (4) black students in general are under-represented in mathematics classes after algebra I; (5) black male students are over-represented in physical science and general science courses in large schools; (6) Caucasian females are over-represented in chemistry in smaller schools and in advanced science courses in large schools; and (7) black students are under-represented in college preparatory science courses, such as chemistry, physics, and advanced science courses. An appendix contains the questionnaire. (ML)

ED 282 382 EC 192 726

Griffith, Linda
Alaska Parent Guide: Education and the Exceptional Child. Revised.
South East Regional Resource Center, Juneau, Alaska.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau. Office of Special Services.
PUB DATE- Oct 85
NOTE- 32p.; Prepared by South East Regional Resource Center. Document

contains small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; *Due Process; Elementary Secondary Education; *Handicap Identification; Individualized Education Programs; Mainstreaming; Parent Rights; *Parent School Relationship; Parent Teacher Cooperation; State Programs; State Standards; *Student Evaluation; *Student Placement; Student Rights
IDENTIFIERS- *Alaska; Child Find; Education for All Handicapped Children Act

Intended for parents of exceptional children in Alaska, this booklet briefly defines the handicapping conditions that make a child exceptional and then describes programs in Alaska available to parents and their exceptional children. The Child Find program, which identifies exceptional children and ensures that they receive appropriate educational services, is described. Parents' rights to participate in the evaluation process and in the planning of the child's Individualized Education Program are considered as well as related services and rights such as transportation, therapy and counseling, placement in the least restrictive environment, and due process. Appendices provide information on signs which alert parents that their child may need special services, a parent checklist for evaluating both the child and the services needed; and a list of parent and professional groups in Alaska. (CB)

ED 282 473 HE 020 212

Schuh, G. Edward
Revitalizing the Land Grant University: An Abridgment.
Ohio State Univ., Columbus. Coll. of Agriculture.
PUB DATE- 2 Oct 86
NOTE- 28p.; Paper presented at Faculty Seminar of the College of Agriculture "Year of the Scholar" Lecture Series, No. 1, Ohio State University (Columbus, OH, October 2, 1986). Based on paper originally presented at the University of Minnesota, September 28, 1984.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; College Administration; *College Role; Educational Economics; Education Work Relationship; Higher Education; *Institutional Mission; *Land Grant Universities; Research Utilization; School Business Relationship; School Community Relationship; *Technology Transfer; *Theory Practice Relationship

The institutional mission orientation of land grant universities and problems faced by these institutions are discussed, along with five tasks involved in redefining and revitalizing the land grant university. A traditional responsibility of land grant universities was to apply science and technology to solve societal problems. Faculty were rewarded for working on societal problems and not solely for publishing in scholarly journals. Alternative research organizations in the private sector, such as the Rand Corporation, do much of the applied research that land grant universities once did and get public support that universities might have received. The educational functions of universities are being displaced by employer-provided education, which tends to exclude liberal and comprehensive learning. It is recommended that land grant universities turn to the previously mentioned five tasks: apply what has been learned about agricultural development to the rest of the economy; respond to the changed economics of education; train and educate students for the international economy; span the gap between the frontier of knowledge and the problems of society; and give university administrators more responsibility in resource allocation. (SW)

ED 282 501 HE 020 329

Carfello-Walters, Cathy J.
Is There a Relationship Between Cumulative Grade Point Average and Job Placement Timing?
PUB DATE- 27 Feb 87
NOTE- 19p.; Some pages contain small, light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Graduates; Education Work Relationship; Employment Patterns; *Grade Point Average; Graduate Surveys; Higher Education; Job Applicants; *Job Placement; *Personnel Selection; Time; *Vocational Followup

IDENTIFIERS- Robert Morris College IL

The relationship between cumulative grade point average (GPA) and the time needed to secure employment in the field of study was studied with 108 business college graduates during 1982-1984. Information was obtained through a computer listing of graduates from Robert Morris College, a private Illinois institution that provides intensive career education and general education. The listing consisted of all graduates from a 10-month program of study for years 1982, 1983, and 1984. The data were assessed using the SuperCalc spreadsheet program. The amount of time needed to obtain a job did not significantly decrease as GPA increased. Several possible reasons for the results are posed. It is suggested that interviewers may look for personality, ability, dependability, and reliability; high grades do not necessarily ensure the above list of traits. Another possible explanation concerns economic conditions. While 1984 was a good year for employment openings, 1982 was a tight job market and could have affected the ability to secure positions. (SW)

Stuckman, Ralph; Beams, Patricia
Model to Develop Computer Software Usage in Computer Literacy.
PUB DATE- 85
NOTE- 9p.; For related document, see ED 276 416.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Students; Classroom Environment; *Computer Literacy; *Computer Software; Learning Theories; Microcomputers; *Teaching Models

Developed in order to understand how learning theory can be applied to software application in the classroom, the learning model discussed in this paper is based on the assumption that the learner wants to learn, accepts a challenge, has a willingness to try software, and will become independent in choosing software and making it work. A hierarchy of software complexity developed through observation of students is identified that delineates four levels ranging from simple feedback programs at the lowest level through increasing learner control to utility programs. The following parts of the model are then discussed in the context of an adult computer classroom: (1) insight into students' knowledge and needs; (2) choosing appropriate software; (3) hands-on work; (4) establishing an appropriate level of challenge; and (5) sharing of experiences and results. Two footnotes and a five-item bibliography are included. (MES)

ED 282 643 PS 016 616

Winegar, Lucien T.
Social Constraints on Co-Constructed Roles, Conventions and Event Knowledge.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comprehension; Peer Relationship; *Preschool Children; Preschool Education; *Role Perception; *Social Environment; Teacher Student Relationship
IDENTIFIERS- Context Effect; Negotiation Processes; *Social Events

Discussed are relations between developmental constraints provided by the social environment and children's growing understanding of interpersonal roles and commonly occurring social events. Findings from studies of children's social participation in three contexts are presented: child-teacher interaction at preschool snacktime, child-adult interaction in a simulated store, and child-child interaction during competitive exchanges in a preschool. Each study used a different method to gather data. Ethnographic, experimental, and ethological approaches were used. Child-other interaction in the three contexts is discussed as simultaneously supporting intra- and inter-individual co-construction of social events, conventions, and relationships. It is concluded that children's understanding of the social world as reflected by their performance in it need not be considered as following only from structural changes in their knowledge, but can also be fruitfully construed in terms of social transactions that characterize members of social groups. (RH)

ED 282 698 RC 016 270

Bennett, Ruth, Ed.; And Others
Hupa Natural Resources Dictionary.
California State Univ.-Humboldt, Arcata. Center for Community Development.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 85
NOTE- 69p.; Some pages may not reproduce well due to marginal legibility. For related documents, see RC 016 266-275.
LANGUAGE- Hupa; English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- American Indian Culture; *American Indian Education; *American Indian Languages; *Animals; Bilingual Instructional Materials; Childrens Art; Computer Graphics; *Computer Oriented Programs; Computer Uses in Education; Creative Writing; Cultural Context; Cultural Education; Elementary Education; Illustrations; Language Maintenance; *Native Language Instruction; Picture Books; Student Developed Materials; *Student Publications; Word Processing; Writing (Composition)
IDENTIFIERS- Cultural Literacy; *Hupa; UNIFON Alphabet

Created by children in grades 5-8 who were enrolled in a year-long Hupa language class, this computer-generated, bilingual book contains descriptions and illustrations of local animals, birds, and fish. The introduction explains that students worked on a Macintosh computer able to print the Unifon alphabet used in writing the Hupa language. Students learned to type on the computer, to use the Macintosh mouse to manipulate actions on the computer, and to draw and "paint." A typical page is the work of one student and contains a computer-generated drawing of an animal and computer generated text in Hupa and English. Numerous drawing techniques and types of print are used. A sample of descriptions in English translation includes: deer is sweet to eat, bear--you never know what he will do, coyote stays around the flats, otter likes to eat salmon, and weasel is rattlesnake's husband. Descriptions and illustrations are created for 29 animals ranging from dog and cat to beaver and pileated woodpecker. (JHZ)

Moore, Sara Delano; Stanley, Julian C.
Family Backgrounds of Young Asian Americans Who Reason Extremely Well Mathematically.
Johns Hopkins Univ., Baltimore, MD. Study of Mathematically Precocious Youth Project.
PUB DATE- 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Aptitude; *Asian Americans; Chinese Americans; *Family Characteristics; Family Influence; Females; *Gifted; *High Achievement; Immigrants; Incidence; Intelligence; Junior High Schools; Korean Americans; *Mathematics Achievement; Minority Groups; Questionnaires
IDENTIFIERS- *Scholastic Aptitude Test; Taiwanese

From a group of 292 youth (269 male, 23 female) who scored 700-800 on the mathematical portion of the College Board's Scholastic Aptitude Test (SAT-M) before age 13, the subscale of 68 students who were of Asian descent (55 males, 13 females) were asked to complete a questionnaire concerning their parents' and grandparents' educational and immigratory histories. Interest in these students' backgrounds stemmed from the huge discrepancy between the percentage of Asian students in this sample (22%) and the percentage of Asian Americans in the general United States population in 1980 (1.5%). Fifty-six of the Asian-background students were of Chinese, Taiwanese, and Korean descent. Most were found to be first-generation Americans and to come from well-educated families. The phenomenal mathematical precocity of these Asian-Americans, especially females, provides a superb example of ability, ambition, and willingness to work hard that is helping set higher levels and a faster pace of educational attainment in the United States. It is predicted that they will be educational and vocational pacesetters for at least a generation or two. (JW)

ED 282 459 HE 019 183

Anderson, Shari L.; And Others
Administrative Compensation Survey, 1985-86.
College and Univ. Personnel Association, Washington, D.C.
REPORT NO.- ISBN-0-910402-26-4
PUB DATE- Feb 86
NOTE- 156p.; For 1983-84 Survey, see ED 274 229.
AVAILABLE FROM- College and University Personnel Association, 11 Dupont Circle, Suite 120, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Characteristics; *Administrators; Budgets; Church Related Colleges; *College Administration; *Compensation (Remuneration); Employment Statistics; Enrollment; Females; Full Time Equivalency; Higher Education; Males; Minority Groups; Private Colleges; Public Colleges; Questionnaires; *Salaries; School Surveys; State Colleges; Two Year Colleges
IDENTIFIERS- *Administrative Compensation Survey

Results of The College and University Personnel Association's 1985-1986 Administrative Compensation Survey is presented. Data are provided on 99 first-line positions and 69 second-line (secondary) positions. Questionnaires were sent to 2,932 higher education institutions, and 1,612 usable responses were obtained. Salary data indicate the median and the interquartile range for each position and for public and private two-year and four-year institutions. Breakdowns of salary information are included for all institutions and for the following categories: public, private, private independent, private religious, technical colleges, and system offices. Salary data are also provided by full-time equivalent enrollment range and institutional budget range. Additional data compare median salaries of those who were promoted or transferred to their positions from within the institution and those who were hired from outside. Salaries of minority and nonminority and male and female personnel are also presented, along with the frequency distribution of all salaries. Appendices include the survey form and instructions, summary position descriptions, and a list of institutions with information on level and type of institution and the state residence. (SW)

ED 282 559 IR 051 924

Titus, Richard
A Navigation Guide for the School Board: A Computer Bulletin Board System Operated by the Educational Information & Resource Center.
Educational Information and Resource Center, Sewell, NJ.
PUB DATE- Mar 87
NOTE- 53p.
AVAILABLE FROM- Educational Information & Resource Center, 207 Delsea Drive, Sewell, NJ 08080 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Software; Computer Uses in Education; *Electronic Mail; Elementary Secondary Education; *Information Networks; *Input Output; *Online Systems
IDENTIFIERS- User Guides

Prepared with the new user in mind, this manual is designed to make the process of learning to use a computer bulletin board system (CBBS) easier, and to make continued use more effective. The manual provides a detailed review of the commands, procedures, and display screens needed for access to the School Board Bulletin Board System, an education-oriented CBBS operated by the Educational Information and Resource Center in Sewell, New Jersey. Descriptions of computer bulletin board systems, School Board, and the RBBS-PC computer bulletin board software program used by School Board are provided as well as an overview of School Board's features. Detailed discussions of the following topics are provided: (1) First-Time Use of the School Board; (2) School Board Entry as a Registered User; (3) Message Subsystem; (4) File Subsystem; (5) Utilities Subsystem; and (6) Conference Subsystem. The discussions include step-by-step procedures for using this CBBS and are illustrated by numerous simulated screen displays. (KM)

ED 282 574 IR 051 941

Sorgen, Herbert J.
Delhi College Library--Rules and Regulations, Circulation/Reserve Desk Procedures Manual, and Reader Services Staff Manual. Revised 1986.
State Univ. of New York, Delhi. Agricultural and Technical Coll.
PUB DATE- 86
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Acquisition; Library Administration; *Library Circulation; *Library Personnel; Library Standards; *Library Technical Processes; Policy; Position Papers; Records (Forms)
IDENTIFIERS- Reserve Book Collections; Shelving Practices; *State University of NY Agric Tech Coll Delhi

Following a statement of the purpose of the library, the Rules and Regulations include information on staff, hours, facilities, acquisitions, circulation, reserves, films and videotapes, database searches, interlibrary services, faculty and staff leaves, and penalties. Copies of the library's acquisitions and weeding policies and a statement of responsibilities of library student assistants are appended. Topics discussed in the Circulation Procedures Manual include four-week circulating materials/general and best-seller collections, four-county library system materials, personal reserves, reserve materials, pamphlet file materials, government documents, renewals, and shelving. Finally, the Reader Services Staff Manual includes discussions of the following topics: (1) circulation desk initial procedures; (2) checking materials in and out; (3) circulation of professional journals and reference books; (4) overnight circulation; (5) renewals; (6) reserve material; (7) the campus assessment program; (8) off-campus users; (9) the state university open access policy; (10) continuing education use; (11) interlibrary loan; (12) microfilm copies; (13) coin-operated photocopiers and typewriters; (14) change; (15) faculty photocopying; (16) money procedures; (17) shelving; (18) bibliographies; (19) student library aides; (20) the student library aide clerical aptitude test; (21) time off from library employment; and (22) professional staff emeritus. (KM)

ED 282 601 JC 870 253

The DeKalb Tech Model for Long-Range Planning.
DeKalb Technical Inst., Clarkston, GA. Office of Research and Planning.
PUB DATE- Jun 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Budgeting; *College Role; Community Colleges; Educational Administration; Flow Charts; Institutional Mission; *Long Range Planning; Models; *Needs Assessment; Policy Formation; Program Development; Program Evaluation; *School Policy; Technical Education; Two Year Colleges

The DeKalb Tech Model for Long-Range Planning provides the framework for a 3-year strategic planning document based on the Georgia State Board of Postsecondary Vocational Education's Evaluation, Planning, and Budgeting (EPB) process. The DeKalb Tech Model consists of five planning segments: (1) pre-planning, which includes the evaluation of existing capabilities, appointment of a planning committee, assessment of resource requirements, faculty and staff training, and establishment of a planning calendar; (2) strategic planning, which includes an update of institutional role and mission, community needs assessment, and institutional capabilities assessment; (3) operational planning, which involves an update of budget requirements and the specification of planned outcomes and program activities; (4) management, which includes the operation of programs and the identification of actual outcomes; and (5) evaluation, which involves program assessment and the development of the state EPB database. The implementation of the model is achieved through the integration of planning, budgeting and program review and through year-round participation in six planning components (i.e., program planning, community needs assessment, program assessment, budgeting, planning element evaluations, and planning summary development). This description of the DeKalb Tech Model includes general information on the college, illustrations showing the functioning of the model and the responsibilities of various administrative and program offices for developing and evaluating planning elements, and a step-by-step

listing of 15 planning activities. (PAA)

ED 282 615 JC 870 274

Florida's Progress toward Excellence in Education in the State Community College System. A Report to the State Board of Education.
Florida State Board of Education, Tallahassee.
PUB DATE- Dec 85
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Accreditation (Institutions); College Faculty; *College Transfer Students; *Community Colleges; *Educational Assessment; *Educational Quality; Expenditure per Student; *Outcomes of Education; State Surveys; State Universities; Teacher Student Ratio; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Florida

Covering the 1983-84 academic year, this report describes the status of the Florida state community college system according to 19 different indicators of progress toward excellence. The 19 indicators are: (1) academic scholarships and fellowships awarded to graduates; (2) College Level Academic Skills Test scores; (3) findings of follow-up studies of graduates (including data on commmunity college transfers to state universities); (4) licensure examination pass rates of graduates; (5) percent of degree-seeking students who are awarded degrees; (6) percent of students who complete compensatory instruction, then continue on to receive degrees or certificates; (7) average full-time faculty salary; (8) number of National Merit Scholars enrolled as first-time-in-college students; (9) percent of first-time-in-college students who ranked in the top tenth of their high school graduating classes; (10) percent of full-time faculty by highest earned degree; (11) results of tests administered to students entering colleges for the first time; (12) state financial aid per full time equivalent (FTE) student; (13) accreditation; (14) FTE student/FTE faculty ratios; (15) library expenditures per FTE student; (16) operating expenditures per FTE student; (17) progress toward faculty and administrator goals of the State Plan for Equal Access/Equal Opportunity (EA/EO); (18) progress toward student goals of the state plan for EA/EO; and (19) program, school, or college rank. For each indicator, information is provided on type and definition of indicator; analysis of the status of the indicator; rank of Florida nationally on the indicator; and source of the data. (PAA)

Gelfer, Jeffrey I.; Perkins, Peggy G.

Using Blocks to Build Art Concepts: A New Look at an Old Friend.
PUB DATE- 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aesthetic Education; *Art Activities; Art Education; Art Products; *Concept Formation; Discovery Learning; Early Childhood Education; Guidelines; *Learning Activities; Pretests Posttests; *Teaching Methods; *Young Children
IDENTIFIERS- *Blocks

From the 1950s through the 1970s, children's play with blocks was seen as facilitating many developmental and educational outcomes, including art and creativity. In the 1980s there is less interest in the use of blocks to help children acquire art concepts and sensitivities as the pressure for back to the basics increases. This paper aims to reverse this trend by (1) discussing how blocks represent the young child's art world, (2) describing how children's involvement in the medium of blocks can be meaningfully facilitated by the classroom teacher, and (3) discussing art concepts that can be developed using the medium of blocks. The paper provides an overview of discovering and learning art with blocks, proposes a methodology by which teachers can enhance children's awareness of art and aesthetic sensibility, and offers guidelines for teachers guiding children who are building structures with blocks. The proposed methodology is based on a study of the effect of discovery/learning episodes on children's acquisition of art concepts, and the effects of this acquisition on the structures the children built with blocks. (RH)

ED 282 544 IR 012 693

Donkin, John Caldwell
Optimization Methods for Computer Animation.
PUB DATE- 86
NOTE- 77p.; Master's Thesis, The Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Animation; *Computer Graphics; Cost Effectiveness; *Efficiency; Motion; Problem Solving; Programing; Three Dimensional Aids
IDENTIFIERS- Optimization; Story Boards

Emphasizing the importance of economy and efficiency in the production of computer animation, this master's thesis outlines methodologies that can be used to develop animated sequences with the highest quality images for the least expenditure. It is assumed that if computer animators are to be able to fully exploit the available resources, they should have a working understanding of computer programming methods. The animation problems that are presented and explored are solved from an animator's viewpoint, but solutions to some of the problems used as examples were arrived at through computer programming techniques. The thesis is divided into six chapters: (1) Computer Graphics Overview; (2) Storyboards: The Animation Guideline; (3) Analyses and Customization; (4) Motion Control Systems; (5) Reflections, Highlights, Glows, Glints, and Shadows; (6) Natural Phenomena; and (7) Conclusions. Eleven figures are included in the text, examples of thumbnail sketches and timing sheets are provided in three appendices, and 32 references are listed. (MES)

ED 282 588 JC 870 122

Montemayor, J. Joaquin; And Others
Employer Follow-Up Survey Report, Spring 1985. Research Report.
Glendale Community Coll., AZ. Office of Research and Development.
PUB DATE- Nov 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; Community Colleges; Education Work Relationship; *Employer Attitudes; Employment Opportunities; *Employment Patterns; Females; *Job Training; Males; *Outcomes of Education; *Personnel Evaluation; Two Year Colleges; *Two Year College Students; Vocational Followup; Work Attitudes

In spring 1985, employers of former Glendale Community College (GCC) students were surveyed to determine their views about the technical and personal skills preparedness of the former GCC students; their rating of the job outlook in various areas of training; their rating of GCC training; and their recommendations for the college. Study findings, based on responses from 91 employers, included the following: (1) 88% gave an overall rating of either "good" or "very good" to the former students; (2) in terms of technical and personal skills, the highest employer ratings were given to "operating equipment," "manual dexterity," "work quality," "willingness to learn," "accepting responsibility," and "personal initiative"; (3) the lowest rated categories were "problem-solving skills," "math skills," "communication skills," and "organizational ability"; (4) the Electronics and Administration of Justice programs received the highest ratings in terms of student performance and future job outlook, while the Nursing program received the lowest overall ratings in both of these categories; (5) male students tended to be rated higher in the areas of technical skills, work attendance, and management cooperation, while females received higher ratings for willingness to learn, personal initiative, punctuality, and co-worker cooperation; and (6) generally, occupational program students were given higher overall ratings in the work place than academic program students; though academic students were rated higher in math, technical knowledge, willingness to learn, and policy compliance. (PAA)

ED 282 671   RC 015 908

Building Multidisciplinary Training Networks for Rural Development. Report of the Regional Workshop for Pre-service Training of Members of Multidisciplinary Educational Teams in Rural Areas (Pune, India, July 16-20, 1985).

Asian Centre of Educational Innovation for Development, Bangkok (Thailand).; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

PUB DATE- 86
NOTE- 85p.
AVAILABLE FROM- UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Community Development; Cooperative Programs; *Developing Nations; Educational Development; Educational Innovation; Field Trips; Foreign Countries; Inservice Education; *Interdisciplinary Approach; Linking Agents; National Programs; *Networks; Nonformal Education; Program Descriptions; Program Evaluation; Research Utilization; Role of Education; *Rural Development; Rural Education; *Staff Development; Teacher Role; *Team Training; Teamwork
IDENTIFIERS- *Asian Programme of Educ Innovation for Development; Bangladesh; India; Nepal; Pakistan; Philippines; South Korea; Thailand

Papers designed to help build multidisciplinary training networks for rural development are collected in this document, an outgrowth of a regional training workshop attended by participants from Bangladesh, Nepal, Pakistan, Philippines, Republic of Korea, Thailand, and India. The six papers deal with the objectives of the workshop which were to: (1) review the functioning of multidisciplinary educational teams engaged in projects related to rural development; (2) review the existing training programs and identify the training and retraining needs of multidisciplinary educational teams; (3) identify innovative strategies and content of training for officials engaged in rural development projects; (4) develop alternative feasible strategies and programs for training of multidisciplinary teams for rural development; and (5) explore feasible mechanisms and programs for promoting networking of projects and institutions in operational program, training and professional support services, to improve their joint capabilities in undertaking preservice and inservice education programs. One paper reports on participants' 2-day field study visit to three rural development projects in India that were engaged in activities such as water and resource development, soil analysis, low cost construction of buildings, adult education for women with emphasis on science and technology, and teacher training. (JHZ)

ED 282 684 RC 016 252

James, Leroy M.
Outdoor Leadership Evaluation: Nature and Scope of the Problem.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adventure Education; Educational Philosophy; *Evaluation Criteria; Evaluation Methods; Experiential Learning; Human Relations; *Job Skills; Knowledge Level; *Leaders; Leadership Qualities; Leadership Responsibility; Minimum Competencies; *Outdoor Education; *Personnel Evaluation; Program Development; Program Improvement; Standards

Beyond the ability to exhibit good judgment and common sense while performing duties as a leader under stress and pressure, an outdoor adventure program leader should possess technical skills, human relations skills, and philosophical understanding of outdoor programming. Technical skills include knowledge of initiatives/ropes course activities, first aid and other emergency care, expedition planning and organizing, survival techniques, and search and rescue techniques. Human relation skills take in the areas of counseling ability, crisis intervention, interpersonal communication, teaching ability, and assessment of psychological needs. Philosophical understanding covers philosophy of experiential education, leadership responsibilities, safety/risk management, personal and professional philosophy, and personal and professional goals and objectives. These skills could serve as a framework for the evaluation of outdoor leaders and the development of leadership standards badly needed in the field of outdoor adventure education. The evaluation process should distinguish between skills that require objective and subjective judgments and should involve the leader's peers as well as program administrators. A standardized evaluation process for outdoor leaders based upon an industry-wide set of standards and administered by a nationally recognized program would go a long way in lending credibility to the outdoor adventure movement. (JHZ)

ED 282 715 SE 047 978

Managing National Population Education Programmes: Issues and Actions.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Population Education Section.

REPORT NO.- ED/85/WS/56
PUB DATE- 85
NOTE- 214p.
AVAILABLE FROM- UNESCO, 7 place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Elementary School Science; Elementary Secondary Education; *Environmental Education; *Foreign Countries; Interdisciplinary Approach; *Population Education; Population Growth; Program Development; Program Effectiveness; Science and Society; Science Education; *Secondary School Science; *Social Studies; Teacher Education
IDENTIFIERS- UNESCO

Population education has been introduced into school curricula in a large number of countries in most regions of the world. The purpose of this document is to help various national population education program leaders to share information and learn from each other. The publication is the result of a cooperative effort involving the participation of regional advisers in population education who are assigned to Unesco regional offices in Africa, Asia, Latin America and the Caribbean, and the Arab States. Part 1 of the book outlines the role of the book, and lists some key elements of population education. Part 2, "Issues and National Actions," provides examples of program efforts in different countries categorized by: (1) the start of population education programs; (2) curriculum and materials development; (3) inservice training of teachers; (4) preservice teacher training; (5) program management; (6) monitoring population education program progress and improving their quality; and (7) the transition of the population education program to an integral part of the school program. The appendices include a selected reading list and the addresses of various population education programs in the participating countries. (TW)

ED 282 730 SE 048 153

Biennial Conference on Chemical Education: Abstracts of Papers (9th, Bozeman, Montana, July 27-August 2, 1986).

PUB DATE- 86
NOTE- 159p.
AVAILABLE FROM- Dr. Kenneth Emerson, Chemistry Department, Montana State University, Bozeman, MT 59717 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Chemistry; *College Science; Computer Uses in Education; Demonstrations (Educational); *Elementary School Science; Elementary Secondary Education; Foreign Countries; Higher Education; Problem Solving; *Science and Society; Science Education; *Science Instruction; *Secondary School Science; Teacher Education; Videodisks

This document includes summaries of conference presentations dealing with a wide variety of topics, including chemistry units for the elementary classroom, science experimentation in the secondary school, computer simulations, computer interfaces, videodisc technology, correspondence teaching of general chemistry, interdisciplinary energy courses, training chemical technicians, atomic structure, inexpensive visual aids, hazards in the chemistry laboratory, gifted and talented chemistry programs, inservice teacher training, computer assisted instruction, problem solving in chemistry, the microscale organic laboratory, applied learning theory, writing across the curriculum, teaching assistants, chemistry demonstrations, and undergraduate curricula. The schedule for each day of the conference is provided, followed by the abstracts submitted for papers presented in each section. (TW)

ED 282 746 SE 048 170

Sarabhai, Kartikeya V.
Strategy for Environmental Education: An Approach for India.
Centre for Environment Education, Ahmedabad (India).
PUB DATE- 85
NOTE- 20p.; Paper presented at the Annual Meeting of the North American Association for Environmental Education (Washington, DC, September 27-October 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; Curriculum Development; *Ecological Factors; Educational Media; Elementary Secondary Education; *Environmental Education; *Foreign Countries; Museums; *National Programs; Natural Resources; Nature Centers; Networks; *Program Development; *Quality of Life; Urban Environment
IDENTIFIERS- *India; Informal Education

In outlining a national strategy for environmental education in India, this document describes some current and future efforts of the Center for Environmental Education at Ahmedabad. It provides an historical account of India's environmental problems and its recent efforts at addressing those problems in light of rapid developmental efforts and population growth. The Center for Environmental Education is developing programs for various audiences by establishing a personnel group, consisting of a subject expert, a person familiar with the target audience, a designer, and a writer. The Center's programs are currently organized into groups involved in environmental education developments for: (1) children; (2) urban population; (3) rural populations; (4) interpretive facilities (including national parks and sanctuaries, historical and cultural monuments, and botanical and zoological gardens); (5) television, publications, exhibits, and films, (6) training projects; and (7) programs for Sundarvan, a nature discovery center. Each of these efforts is described in the document. The paper concludes with the descriptions of seven components of the national strategy. (TW)

ED 282 383   EC 192 727

McNeil, John M.; And Others
Disability, Functional Limitation, and Health Insurance Coverage: 1984/85. Data from the Survey of Income and Program Participation.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Dec 86
NOTE- 56p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Age Differences; Children; *Daily Living Skills; *Disabilities; *Health Insurance; *Labor Force Nonparticipants; Racial Differences; Sex Differences; Statistical Data

IDENTIFIERS- Impairment Severity

Data from the Survey of Income and Program Participation (SIPP) conducted during 1984 and 1985 by the Bureau of the Census are displayed in tables and charts. Data are derived from disability questions which were divided into four groups. The first group asked about the ability of persons 15 years and older to perform such sensory and physical activities as seeing, hearing, walking, and speaking. The second group of questions were asked of persons 16 to 72 years old and focused on the ability to work at a job. The third group of questions asked persons 15 years and older whether the help of another person was required for such activities as doing light housework, preparing meals, taking care of personal hygiene, and getting around. The fourth group of questions concerned children under 18 years of age and asked if the child had a long-lasting physical condition that limited his/her ability to walk, run, or play or a long-lasting mental or emotional problem that limited his/her ability to learn or do regular schoolwork. Some of the charts present data in terms of race, age and sex. Appendices provide a SIPP overview, survey definitions and explanations, sources and reliability of estimates, and a facsimile of the 1984 SIPP Third Wave Questions on disability status. (CB)

ED 282 397 FL 016 675

McInnes, Marguerite M.
A Cognitive Approach to Teaching Reading to Spanish-Speaking Adolescents.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Bilingual Education; Classroom Techniques; Course Organization; Educational Strategies; *English (Second Language); High Schools; *Horizontal Organization; Instructional Effectiveness; *Language of Instruction; Reading Comprehension; *Reading Instruction; Reading Strategies; Second Language Instruction; *Spanish Speaking

A study investigated the use of horizontal instruction to teach Spanish-speaking secondary students an inferential English reading skill. It looked at (1) the relationship between the students' class-inclusion skills and their ability to identify the implied main idea, (2) the effect of sequentially-developed classification lessons on the students' ability to identify the implied main idea, and (3) the effect of the language of instruction (monolingual or bilingual) on the students' ability to learn a comprehension skill. The results suggest that the students used schemata, including classification in part-whole relationships, during the process of learning English reading skills, implying that the ability to classify is necessary to many learning activities. However, this study does not clarify how such skills should be taught. (MSE)

ED 282 445 FL 016 744

Deshaies, Denise
Quelques reflexions sur la variation linguistique (Some Reflections on Linguistic Variation).
PUB DATE- 87
NOTE- 21p.; In: Blanc, Michel, Ed.; Hamers, Josiane F., Ed. Theoretical and Methodological Issues in the Study of Languages/Dialects in Contact at Macro- and Micro-Logical Levels of Analysis; see FL 016 743.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Interaction; Intergroup Relations; Interpersonal Relationship; *Language Research; *Language Variation; *Linguistic Theory; Second Language Instruction; Social Indicators; Social Structure; Sociocultural Patterns; Socioeconomic Background; *Sociolinguistics

Various social, psychological, and linguistic explanations for language variation are examined from the perspective of a fundamental principle that seems to underline interaction, language, and society. That principle lies in the paradigm "same and different." The dialectic resulting from this paradigm is at the basis of the notions of interaction, language, group, or society. Different social analyses, such as those of status, solidarity, or social class as opposed to social network, fit into the more general principle characterized by the tension between same and different. Based on this perspective, it is proposed that our concepts of language and language teaching must change to accommodate individual perceptions of what is important. (An English abstract accompanies the document.) (Author/MSE)

ED 282 474 HE 020 213

Ramist, Leonard; Arbeiter, Solomon
Profiles, College-Bound Seniors, 1985.
College Entrance Examination Board, New York, NY. Admissions Testing Program.
REPORT NO.- ISBN-0-87447-262-8
PUB DATE- 86
NOTE- 135p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($5.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Aptitude Tests; *College Bound Students; *College Entrance Examinations; Comparative Analysis; *Educational Background; Ethnic Groups; *Family Characteristics; Higher Education; High Schools; *High School Seniors; *Minority Groups; National Surveys; Questionnaires; Racial Differences; Sex Differences; Student Characteristics; White Students
IDENTIFIERS- *Scholastic Aptitude Test; Test of Standard Written English

Detailed profiles of the ethnic, racial, male, and female populations of 1985 graduating high school seniors are presented, based on findings of the College Board's Admissions Testing Program and the Student Descriptive Questionnaire. The degree of similarity in background and experience can be assessed for males and females and for the following racial/ethnic groups: American Indian, Asian/Pacific American, Black, Mexican-American, Puerto Rican, and White. Comparative data on the educational and family backgrounds for each of the student populations are followed by detailed profiles by group. Information is included on: regional distributions, parents' educational training; annual parental income; family income, student part-time employment in high school; English as the best language; type of high school and secondary program; number of years of study by subject; degree-level goals; intended areas of study; and scores on the Scholastic Aptitude Test (SAT), Test of Standard Written English, and SAT Achievement Tests. To show the effect of family and educational background on test scores, SAT math and verbal percentile scores (25th, 50th, and 75th) are indicated for the study groups for each of the background variables. (SW)

ED 282 488 HE 020 313

Kaplowitz, Richard A.
Selecting College and University Personnel: The Quest and the Questions. ASHE-ERIC Higher Education Report No. 8, 1986.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-0-913317-35-7
PUB DATE- 86
NOTE- 121p.
CONTRACT- 400-86-0017
AVAILABLE FROM- Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($10.00, nonmembers; $7.50, members).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Qualifications; *Affirmative Action; *Confidentiality; Consultants; Disclosure; Employment Interviews; Employment Practices; *Faculty Recruitment; Higher Education; *Personnel Selection; *Search Committees (Personnel); Teacher Salaries; Teacher Selection

Issues and steps in the search process for both faculty and administrators are considered, based on a review of the higher education literature, selected literature from the corporate and industrial personnel field, and conversations with personnel practitioners and consultants. After discussing organizational tasks for the search committee and the use of search consultants, attention is directed to ways to identify and reach prospective faculty members, salaries issues such as the labor market and equity, and temporary and part-time faculty members. Aspects of confidentiality in the search process are addressed, including: the problems of disclosure or openness in a search, sunshine laws, and maintaining confidentiality. Affirmative action in the later 1980s is also discussed, including the latest statistics, governmental and judicial shifts in direction, and affirmative action policies and procedures for personnel search and selection. Factors that contribute to administrative leadership are examined, along with attributes and skills that support the performance of presidents, chief academic officers, and other selected campus administrators. Additional topics discussed include: reviewing references, interviewing candidates, and the campus personnel office. (SW)

ED 282 502 HE 020 331

Douglas, Joel M., Comp.; And Others
Collective Bargaining in Higher Education and the Professions, Bibliography No. 14.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Jan 86
NOTE- 129p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, City University of New York, 17 Lexington Avenue, Box 322, New York, NY 10010 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Court Litigation; *Employment Practices; Faculty College Relationship; *Health Personnel; Higher Education; Nurses; *Personnel Policy; Physicians; *Teacher Employment; Unions
IDENTIFIERS- Excellence In Education

A bibliography of 1,187 publications and court cases concerning employment of college faculty, as well as health professionals, is presented. Most of the publications cover the years 1982-1985. The faculty section covers the following topics: academic freedom, accountability, administration, affirmative action, arbitration and mediation, collective bargaining, community colleges, contracts, department heads, discipline and dismissal, discrimination, due process, elections, evaluation, excellence, faculty attitudes, faculty organizations, fiscal issues, fringe benefits, governance, grievance procedures, legal issues, legislation, academic librarians, National Labor Relations Board (NLRB), part-time faculty, personnel administration, quality of worklife, retirement, retrenchment, students, strikes, salaries, tenure, women faculty, workload, and the Yeshiva University case. The bibliography for related professions covers the health care institution and administration, dental/medical school faculty, nurses, and physicians. Also covered are state and federal court cases, U.S. Supreme Court decisions, and NLRB decisions. Directories, bibliographies, resources, periodicals, and information sources are listed. Indices of subject, author, and court cases and administrative orders are included. (SW)

ED 282 516 IR 012 659

Falk, Dennis R.; Carlson, Helen L.
Using Videodisc Programs on "Understanding Groups" in a University Setting.
PUB DATE- 13 Nov 86
NOTE- 10p.; Paper presented at the National Videodisc Symposium of Education: A National Plan (Lincoln, NE, November 13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Educational Facilities; Financial Support; Formative Evaluation; Group Behavior; *Group Dynamics; Higher Education; Human Services; *Instructional Development; *Learning Modules; Needs Assessment; Summative Evaluation; *Teacher Education; *Videodisks
IDENTIFIERS- *Human Services Professionals; University of Minnesota Duluth

The College of Education and Human Services Professions at the University of Minnesota, Duluth, has undertaken to develop several videodisc programs to be incorporated into the undergraduate core curriculum and inservice education for teachers and human service professionals. "Understanding Groups," which is the initial curriculum disc of the series, contains full modules on shared leadership, group goals and goal structures, group communication, and conflict resolution. An additional module briefly covers group decision making, power in groups, and leadership styles. Each major module includes a pretest and instruction, practice, and application sections, and the videodisc program allows users to learn concepts through either inductive or deductive tracks. The videodisc is the central part of an integrated learning package which also includes learner and instructor manuals and videotaped examples of four different types of groups. A key research component of the project was the front end analysis conducted in preparation for designing "Understanding Groups," which included learner analyses and interviews with subject matter experts. Formative and summative evaluations are also being undertaken to study and improve the effectiveness of the disc. Administrative support and enthusiastic trained individuals capable of teamwork were found to be prerequisites to developing videodiscs in a university setting, as well as funding, human resources, and physical plant resources. (MES)

ED 282 530 IR 012 674

Interactive Videodisc Potential and Implications for Public Television. A Special Research Project Report.
KUON-TV, Lincoln, NE.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- Nov 85
NOTE- 59p.; Prepared by the Nebraska Videodisc Design/Production Group.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Authoring Aids (Programing); Broadcast Industry; Computer Assisted Instruction; Computer Simulation; Conferences; Cost Effectiveness; Futures (of Society); Instructional Effectiveness; *Interactive Video; Interviews; Optical Disks; Postsecondary Education; *Public Television; Surveys; *Videodisks; *Video Equipment

IDENTIFIERS- *Videodisk Industry

An overview of the current status of the videodisc industry and observations on future directions for videodisc technology are presented in this paper. Information was drawn from interviews with presenters at the 1984 Nebraska Videodisc Symposium and the February 1985 Society for Applied Technology Conference, discussions with hardware manufacturers, and in-depth interviews with seven leading videodisc developers. Topics covered include: (1) applications of videodisc technology; (2) producers of videodiscs; (3) size of the videodisc industry; (4) cost and instructional effectiveness; (5) hardware characteristics, including a videodisc player comparison chart; (6) authoring systems; (7) the team approach in videodisc design and production; (8) the cost of production; (9) review of the 1984 Nebraska Videodisc Symposium, "The Industry Comes of Age;" and (10) public television station involvement in videodisc production. Descriptions of the videodisc developers interviewed, including their major achievements and concerns, are appended. (MES)

ED 282 630 PS 016 544

Kushmuk, James
Effective Chapter 1 Practices in the Portland Public Schools.
PUB DATE- Jan 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; *Classroom Techniques; *Educational Environment; Educational Practices; Elementary Education; *Elementary Schools; *Instruction; Instructional Development; Mathematics Instruction; Models; Organization; Public Schools; Reading Instruction; *School Effectiveness; Theories
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Portland School District OR Direct Instruction

This report describes a research effort and some preliminary findings on effective school practices as they apply to the Portland (Oregon) Public Schools' Education Consolidation and Improvement Act (ECIA) Chapter 1 program, which is a supplementary basic skills instructional program for low-achieving students. Nearly 60 hours of unsystematic observations of teacher practices took place during the 1984-85 school year in the regular reading and mathematics classrooms of 10 Chapter 1 elementary schools. Observations focused on classroom management practices, direct instruction, instructional planning and coordination, and school climate and organization. These observations were supplemented by open-ended interviews with selected teachers and principals. Findings were consistent with those of previous studies. Concluding remarks discuss the findings from an organizational perspective and provide a proposed model for creating schools that can effectively help low-ability students achieve mastery in basic skills. The model identifies the key areas and the proper sequence of school-level interventions that are likely to succeed, as well as variables outside the control of schools that constrain successful change. Although focused on Chapter 1 students, the findings are thought to be applicable to school improvement in general. (RH)

ED 282 644 PS 016 619

Morado, Carolyn
Kindergarten Alternatives for the Child Who Is "Not Ready": Problems and Policy Issues.
PUB DATE- 25 Apr 87
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Developmental Programs;

Educational Policy; *Kindergarten; Kindergarten Children; *Learning Activities; Primary Education; Rating Scales; School Readiness; Social Behavior; *Teacher Response

While a child's eligibility to enter kindergarten is usually based on chronological age, public schools are increasingly concerned about children who appear not ready for a regular kindergarten program. Alternative programs, often termed "developmental" kindergartens, have developed rapidly over the past few years, largely under local school district initiative, and serve children without definition or regulation by state departments of education. The aims of this study were to (1) examine developmental kindergarten programs in Michigan to determine the availability, characteristics, and operation of programs; and (2) formulate policy issues. Current practice in 170 school districts with developmental kindergartens reflects diversity in many areas of program operation and raises important policy issues. A single screening test administered 3 to 5 months prior to scheduled school entry was typically used to select children. School readiness was determined by commercial tests, locally derived instruments, and combination tests. Developmental kindergarten programs tended to supplement regular kindergarten, as children are enrolled in regular kindergarten after a year of developmental experience. Teacher expectations for children in regular kindergarten and developmental kindergarten differ markedly and may serve to escalate school concerns that increasing numbers of children entering school are not ready for the regular kindergarten curriculum. (RH)

Cornelius, Georgianna
An Investigation of Children's Imaginative and Social Play in Relation to Family Structure, Maternal Stress, and Attitudes about Play.
PUB DATE- Apr 87
NOTE- 30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Family Structure; *Fatherless Family; *Mother Attitudes; Mothers; *Parent Participation; *Play; *Preschool Children; Preschool Education; Pretend Play; Stress Variables

Since imaginative play has been found to be related to multiple social and cognitive skills, it is important to explore possible family variables that are significantly related to such behavior. The purpose of the study was to examine the level of imaginative and social play of children in relation to three family issues: (a) family structure (single- versus dual-parent household), (b) mothers' level of stress, and (c) mothers' beliefs and attitudes about play. Forty children, ranging in age from 4 years to 5 years and 11 months, and their mothers participated in the study. Of these children, 20 lived in dual-parent families and 20 in single-parent families. Two observational instruments were used to collect data on the play of children: the Peer Play Scale, which measures social play, and the Play Observation Scale, which measures imaginative play. The mothers were administered the following instruments: Parent's Attitude about Play and Development, Home/Play Environment Inventory, and the Parent Stress Index. Results indicated there was no significant main effect for family structure. However, children from single- and dual-parent homes exhibit different play behaviors with regard to varying levels of maternal stress. Parents' attitudes toward play affected children's play behaviors in various ways. Parent participation significantly reduced the liklihood of simple play for children who were exploring, repeating physical movements, and playing with language. (BN)

ED 282 761 SE 048 187

Olstad, Roger G.; And Others

Predictive Validity of GPA, CAT and NTE Science Specialty Tests on Scores of a Performance Based Student Teaching Evaluation Instrument. Teacher Education Research Center Research Report No. 87-1.

Washington Univ., Seattle. Teacher Education Research Center.

PUB DATE- Apr 87

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Predictor Variables; *Preservice Teacher Education; Science Education; *Science Teachers; Secondary School Teachers; Teacher Certification; *Teacher Characteristics; Teacher Effectiveness; *Teacher Qualifications; *Teacher Selection

IDENTIFIERS- *Science Education Research

The issues of teacher quality expressed by many of the recent national reports on excellence in education have led a number of universities and colleges to increase the admission requirements and/or the exit standards for teacher certification programs.

Emphasis has been placed on higher grade point averages and demonstrated academic ability on national standardized tests, among which are the Professional Knowledge, General Knowledge, and discipline specific Specialty Tests of the National Teachers Examination. The purpose of this study was to examine some of the criteria currently used for admission or exit standards and to seek effective predictors for student teaching success. Specifically, this study attempts to determine whether grade point average (GPA), the California Achievement Test of Basic Skills--Total score (CAT-T), and the National Teachers Exams Specialty Tests for Chemistry, Physics and General Science and for Biology and General Science predict student teaching competence as measured by a performance-based assessment instrument. A number of studies have looked at GPA and standardized test scores, specifically those core exams of the National Teachers Examination, and have concluded standardized test scores and GPA are not effective predictors for teaching success. This study on NTE Science Specialty Exams confirms these findings, in that the NTE Science Specialty Exams showed little predictive capability of these measures of academic competence. It would seem that academic competence is just one of the important criteria in selecting teachers. (Author)

ED 282 368 EC 192 712

Shaw, Stan F.
Inservice Training for Special Education Placement Teams.
PUB DATE- Nov 86
NOTE- 19p.; Paper presented at the National Conference of the National Council of States on Inservice Education (11th, Nashville, TN, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Demonstration Programs; Elementary Secondary Education; Feedback; *Inservice Education; Needs Assessment; Participative Decision Making; *Professional Development; Program Evaluation; *Special Education; *Student Placement; *Team Training
IDENTIFIERS- Likert Scales; *Special Education Placement Teams

This inservice training program for special education placement team members has been implemented in a variety of school districts ranging from a rural town to inner-city school systems of more than 20 schools. Key characteristics of the program reflect the following data-based quality practices cited in D. Cline's (1984) analysis of inservice training programs: (1) the program is based on actual observation and critique of placement team meetings for every relevant constituency in the school system; (2) the program is based on assessed needs; (3) administrative support is apparent; (4) collaboration in decision making and planning is a key element; (5) the school site is the locus of training where actual placement teams receive training on improving their performance on real cases; (6) trainers demonstrate the ability to bridge the gap between theory and practice, and (7) intrinsic incentives for participation are provided in the form of feedback on performance, recommendations for improvement, expert answers to questions, and clarification on requirements of the regulations. The program's success in fostering productive change has been confirmed by independent or in-house evaluations and by follow-up team observations. Other evaluation approaches have included questionnaires, random interviews, and use of a Likert scale to assess attitudes and skills. (JW)

ED 282 414 FL 016 705

de Jong, John H. A. L.
Tailoring Tests to Educational Levels.
PUB DATE- 84

NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Difficulty Level; *Efficiency; Equated Scores; Foreign Countries; Language Proficiency; *Language Tests; *Listening Comprehension; Secondary Education; Second Languages; *Standardized Tests; Statistical Analysis; Test Length; *Test Reliability
IDENTIFIERS- *Netherlands

The Netherlands' secondary education system is highly differentiated, with four different school types for four scholastic ability levels. Final examinations must accommodate these four levels, and require a test-independent definition of the intended final ability levels as well as a sample-free evaluation of the range of ability levels at which a particular test will measure with sufficient accuracy. A method for locating, on a single scale, the ability distribution of a given population as well as the test's optimal reliability level is proposed and illustrated. The method is demonstrated using standardized tests of foreign language listening comprehension for the two highest levels of secondary education in the Netherlands. The languages tested are French, German, and English. Statistical analyses of the test results for each group are presented and discussed, and implications for test use are examined. (MSE)

ED 282 430 FL 016 729

Hudson, Joyce

Grammatical and Semantic Aspects of Fitzroy Valley Kriol. Work Papers of SIL-AAB, Series A, Volume 8.

Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.
PUB DATE- Jul 85
NOTE- 208p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Problems; Contrastive Linguistics; *Creoles; Descriptive Linguistics; English; Ethnic Groups; Etymology; Foreign Countries; Form Classes (Languages); *Grammar; Indigenous Populations; Language Research; *Morphology (Languages); *Semantics; Sociolinguistics; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- Aboriginal People; *Australia; *Kriol

A study of the Kriol spoken in Australia's Fitzroy Valley begins with an overview of pidgins and creoles, and chronicles the historical beginnings of the Fitzroy Valley Kriol and the sociolinguistic situation there. Some grammatical features of Kriol are analyzed and compared to traditional Australian languages. Problems of assigning English etymons to Kriol words are discussed in terms of the contrast in meaning between Kriol lexemes and English words normally equated with them. This misapplication of vocabulary and meaning creates communication problems between Kriol and English speakers. (MSE)

ED 282 460 HE 019 503

McCullough, Jim; Dennis, Pat

Academic Research Facilities: Financing Strategies. Report of a Conference (Washington, DC, July 22-23, 1985).

National Academy of Engineering, Washington, D.C.; National Academy of Sciences, Washington, D.C.; National Science Foundation, Washington, D.C.; Office of Science and Technology, Washington, D.C.

PUB DATE- 86

NOTE- 153p.

AVAILABLE FROM- Government-University-Industry Research Roundtable, National Academy of Sciences (JH 308), 2101 Constitution Avenue, N.W., Washington, DC 20418 (free).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Building Obsolescence; *College Buildings; Construction Costs; Cooperative Programs; Engineering; Equipment; *Facility Improvement; Federal Aid; *Financial Policy; *Government School Relationship; Grants; Higher Education; Laboratories; Private Financial Support; Public Policy; *Science Facilities; Scientific Research; Statewide Planning; Tax Credits

The obsolescence of university research facilities is addressed in this 1985 conference report. Seven of the major topics were potential action items for Congress and federal agencies, including approaches to facilities funding, such as acceleration of indirect cost recovery, provision of credit support, and federal funding of a national facility program. Other items concern the process for decision-making about federally-funded facilities, and changes in tax incentives for private sector support for modernization of academic research facilities. Possible actions for the states and colleges are also identified. Included are an opening statement by National Science Board Chairman Roland Schmitt and statements of working groups on: grants and gifts, alternative funding sources, partnerships, college policies and practices, the state role, and comprehensive merit review for facilities. Background documents are also provided: the text of a bill, "University Research Facilities Revitalization Act of 1985" (H.R. 2823), a paper on tax-exempt financing by David Clapp, a proposal concerning college construction loan insurance, and a paper on explicit rent charges by Robert Sproull. (SW)

ED 282 560 IR 051 926

Darling, Pamela W.; Webster, Duane E.
Preservation Planning Program. An Assisted Self-Study Manual for Libraries. Expanded 1987 Edition.

Association of Research Libraries, Washington, D.C. Office of Management Studies.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 87
NOTE- 168p.; For the accompanying resource notebook, see IR 051 927.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Guidelines; Higher Education; Library Collections; Library Cooperation; Library Facilities; *Library Planning; *Needs Assessment; *Preservation; *Program Development; Records (Forms); Research Libraries; *Research Methodology; *Self Evaluation (Groups)
IDENTIFIERS- Disaster Planning

This manual is designed primarily as a guide for libraries undertaking a formal study of preservation needs as a foundation for planning programs to meet those needs. Based on the "assisted self-study approach" process, it presupposes a library staff large enough to permit the assignment of about two dozen people for an average of 5 or 6 hours per week for a 2- or 3-month period, with a smaller team coordinating the study over 4 to 6 months; however, the methodology is also suitable for independent use and may be adapted by smaller libraries. Members of the Association of Research Libraries (ARL) Preservation Planning Program Advisory Committee and participants in the 1981 Preservation Planning Program Pilot Test are listed and the following aspects of the planning program are discussed: (1) Introduction to the Preservation Planning Program; (2) Preparation for the Planning Study; (3) Phase I--Establishing the Study Framework; (4) Phase I Continues--Background Paper and Phase II Plans; (5) Phase II--Task Force A, Environmental Conditions; (6) Phase II--Task Force B, Physical Condition of the Collections; (7) Phase II--Task Force C, Organization; (8) Phase II--Task Force D, Disaster Control; (9) Phase II--Task Force E, Preservation Resources; (10) Phase II--Task Force F, Staff and User Education; (11) Phase II--Task Force G, Interinstitutional Cooperation; and (12) Phase III--Planning for Preservation. (KM)

ED 282 575 IR 051 942

Perdue, Bob; Piotrowski, Chris
"Current Awareness" in Forensic Psychiatry and How Alert Is PsycALERT?

PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Online Searching; *Psychiatry; Relevance (Information Retrieval); *Search Strategies; Selective Dissemination of Information; *User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- Bibliographic Data Bases; *Forensic Psychology; *PsycALERT; PsycINFO

In order to determine whether the expertise of professionals in th field of psychiatry and law could be enhanced by the use of current awareness databases in addition to traditional online sources, the first of two papers in this document examines online searches on topics of interest to professionals in the psychiatry/law specialty. The use of three traditional databases, Legal Resource Index, MEDLINE, and PsycINFO, is compared with the use of three current awareness databases, PsycALERT, Newsearch, and PREV, and the currency of information obtained using the same strategy to search all six databases is discussed. It is concluded that current awareness databases are useful for producing the latest references and can be an effective aspect of comprehensive search strategies. The second paper investigates the currency of citations indexed in the PsycALERT database and the rapidity with which they are processed into the PsycINFO database. After an examination of seven online searches of PsycALERT which retrieved a significant number of articles more than one year old from date of search and not yet indexed in PsycINFO, it is concluded that investigators in need of a comprehensive or up-to-date search of the literature should include both PsycALERT and PsycINFO in their search strategies. (KM

ED 282 699 RC 016 271

Bennett, Ruth, Ed.; And Others
Hupa Numbers.
California State Univ.-Humboldt, Arcata. Center for Community Development.

SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 41p.; For related documents, see RC 016 266-275.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Addition; *American Indian Education; *American Indian Languages; *Arithmetic; Basic Skills; Bilingual Instructional Materials; Cultural Context; Elementary Education; Illustrations; *Mathematical Enrichment; Native Language Instruction; *Numbers; Number Systems; Workbooks
IDENTIFIERS- Cultural Literacy; *Hupa; UNIFON Alphabet

An introduction to the Hupa number system is provided in this workbook, one in a series of numerous materials developed to promote the use of the Hupa language. The book is written in English with Hupa terms used only for the names of numbers. The opening pages present the numbers from 1-10, giving the numeral, the Hupa word, the English word, and an illustration of the number set. Students practice writing the Hupa number names, solve simple addition problems, and write their own addition problems. The same procedure is repeated for numbers from 10-20. Students then practice the Hupa system of combining numbers from 21-99. Illustrations of number sets depict artifacts of Hupa culture. Answers are provided for each of the 18 work pages. A chart of the Hupa Unifon alphabet with computer-generated characters is included. (JHZ)

ED 282 731 SE 048 154

Costner, Pat; And Others

We All Live Downstream. A Guide to Waste Treatment That Stops Water Pollution.

National Water Center, Eureka Springs, AR.
PUB DATE- 86
NOTE- 102p.
AVAILABLE FROM- The Water Center, P.O. Box 264, Eureka Springs, AR 72632 ($6.95 plus $2.00 shipping and handling; 5-10 copies, $4.00; 10 or more $3.00 plus shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Appropriate Technology; Ecological Factors; *Environmental Education; Environmental Standards; Federal Legislation; Recycling; *Sanitary Facilities; Sludge; Solid Wastes *Waste Disposal; *Waste Water; Water Pollution; Water Quality; Water Resources; *Water Treatment

Based on the idea that the prevention and treatment of water pollution should begin at its source, this document focuses on some methods that individuals can use in their homes and businesses to treat wastewater. Chapter one, "What Is the Water Crisis?" explains the basic concepts of the hydrologic cycle, evapotranspiration, and the quantity of water available. The discussion focuses on how much water North Americans use, ways that water becomes contaminated, and some efforts underway to improve water quality. Chapter two, "Clean Water Begins at Home," stresses the cultural context of waste disposal, discusses how much waste is produced by humans and advocates water conservation. Chapter three, "What to Do with Body Products," compares on-site and off-site treatment, as well as dry versus water-based treatment. Chapters four, five, and six are concerned with commercial dry treatment systems, owner-built dry treatment systems, and greywater restoration systems. Chapter seven, "Saving Water and Money," describes common water conservation devices and tips, and provides information on various commercial low-flush toilets. Chapter eight, "Water Lessons That Travel," provides short case studies about communities that have implemented water conservation measures, and an historic account of various water-related events. Illustrations are included. Lists of suggested readings and organizations are provided. (TW)

ED 282 545 IR 012 694

Cheetham, Edward Joseph, II
Single-Frame Cinema. Three Dimensional Computer-Generated Imaging.
PUB DATE- 87
NOTE- 95p.; Master's Thesis, The Ohio State University. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Aesthetic Values; *Animation; Art Expression; *Computer Graphics; *Motion; Three Dimensional Aids
IDENTIFIERS- *Motion Stills; *Single Frame Cinema

This master's thesis provides a description of the proposed art form called single-frame cinema, which is a category of computer imagery that takes the temporal polarities of photography and cinema and unites them into a single visual vignette of time. Following introductory comments, individual chapters discuss (1) the essential physical properties of these vignettes, which are referred to as motion-stills; (2) the conceptual properties of the motion-still; and (3) presentation of the art form. Selected works are then compared and contrasted in order to clarify points about motion-stills, and the final chapter provides a summary which includes reflections on the role of this new art form in contemporary society. Nine plates are included in the text and 10 references are listed. (MES)

ng

ED 282 589 JC 870 178

LeBlanc, Carol
Arizona Perspectives on Vocational Education, 1984-1989. 1987 Update. A Summary of County Vocational Education Plans. Submitted to the Arizona State Board of Directors for Community Colleges and the Arizona State Board of Education for Presentation to the Arizona State Legislature.
Arizona State Board of Directors for Community Colleges, Phoenix.

PUB DATE- Jan 87
NOTE- 117p.; Prepared in the Office of the Statewide Coordinator of Occupational Planning of the Arizona Community College System. Some data tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Education); Career Guidance; Community Colleges; Cooperative Programs; *Educational Finance; Educational Objectives; Job Placement; Job Training; Labor Market; Master Plans; Program Development; Program Evaluation; Secondary Education; *Statewide Planning; Student Placement; *Technical Education; Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Arizona

The Arizona Vocational Education Act of 1982 established countywide planning councils composed of representatives of secondary schools, community colleges, proprietary schools, employment and training, government, business and industry to coordinate the vocational education planning process. This progress report reviews the councils' implementation of 1986 objectives, outlines objectives for 1987, and offers recommendations. After section I provides an executive summary of recommendations, section II introduces the 5-year plan for county vocational education adopted for 1984 to 1989. Section III reports on progress related to the articulation of programs and resources; opportunities for coordination between public and private schools; labor market demand and program priorities; placement, follow-up, and program evaluation; career information and guidance; program improvements; and funding priorities. Section IV presents objectives for 1987 with respect to the same areas. Section V offers recommendations related to: (1) the removal of barriers to articulation; (2) consideration of rural community needs; (3) funding of career guidance and placement systems; (4) funds earmarked for county planning; (5) incentives for business and industry support and participation; (6) the Arizona Department of Education's funding priorities; (7) basic skills education; (8) student follow-up; (9) removal of artificial distinctions in industrial education programs; (10) updating of home economics programs; and (11) evaluation of vocational education standards. Appendices include inventories of training programs by county and employment forecasts for Arizona. (EJV)

ED 282 602 JC 870 254

Lorenzo, Albert L.
Influences on Higher Education in the Knowable Future.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (67th, Dallas, TX, April 22-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; *Educational Change; *Educational Demand; *Educational Needs; *Educational Trends; *Futures (of Society); Higher Education; Long Range Planning; Prediction; Sociocultural Patterns; Technological Advancement; Trend Analysis

An overview is provided of the future impacts on the the postsecondary educational delivery system triggered by projected changes in demographics, technology, the economy, and lifestyles. To help institutions prepare for and adapt to future changes, the paper presents the following projections: (1) postsecondary education will be evaluated more frequently in terms of its ability to provide marketable skills; (2) the demand for nontraditional learning will increase; (3) more courses will have to be offered at the times and locations preferred by students; (4) the average age of the postsecondary learner will increase, reducing student mobility; (5) new "education return" programs will be designed as fewer associate and bachelor degree programs will provide lifelong employment guarantees; (6) the value of liberal arts courses for workforce retention and advancement will be recognized; (7) students will seek course offerings based on institutional access and convenience, requiring a reduction in transfer barriers; (8) institutional costs will force colleges to narrow their focus and build new programs cooperatively; (9) diminishing student pools will lead to new courses to meet the short-term needs of the nontraditional college student; (10) institutions will emphasize image enhancement in order to increase the competitive opportunities of their graduates and secure greater public support; (11) employers will encourage more employees to undertake college-level work through tuition payment plans; (12) public pressure will force institutions to demonstrate program quality and relevance; (13) curriculum development and instructional delivery will require separate specializations; and (14) educational leadership systems will have to respond to organizational changes. (PAA)

ED 282 616 JC 870 275

Report on Staffing & Salaries, Fall 1986: California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- May 87
NOTE- 317p.; Prepared by the Research and Analysis Unit. Bulk of report is printed on colored paper. Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; Compensation (Remuneration); Full Time Faculty; Part Time Faculty; Personnel Data; *Salaries; *School Personnel; School Statistics; *Staff Utilization; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *California

This report presents a series of data tables on staffing and salaries for the California Community Colleges. The first five tables present the number of employees by primary occupational activity; the number of full-time equivalent (FTE) employees by occupational activity; the number of employees by type of assignment; percent distribution and rate of weekly faculty contact hours of regular workload and overload taught by certificated staff; and a 9-year profile of full-time faculty and average salary paid. Next, parallel series of tables are presented for each of six major categories of community college employees: contract and regular (full-time) faculty, temporary (part-time) faculty, full-time professionals (including faculty who spend more than 15 hours in non-teaching positions), full-time certificated administrators, full-time classified administrators, and all other full-time classified employees. These tables provide data on percent distribution by age; percent distribution by gender and ethnicity; number and percent distribution by employment classification, by employment status, and by months of employment contract or agreement; percent distribution of annual salary per schedule plus stipends; percent distribution of employee salary plus stipend changes over the prior year; expenditures for mandatory contributions and district-paid employee benefits; percent distribution of salaries for faculty having 12 or more hours of instruction; percent distribution by weekly faculty contract hours of overload taught; and percent distribution by hourly compensation rate for overload instruction. Appendices include a copy of the staff data elements used for producing the report, a list of the district contact persons responsible for coordinating the submission of data, and a copy of each of the 70 district's contract/regular faculty salary schedules. (PAA)

ED 282 747 SE 048 171

Swift, J. Nathan; And Others
Interaction of Ability with Wait Time and Supportive Intervention in Biology and Chemistry Achievement.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Biology; *Chemistry; High Schools; Problem Solving; Science Education; Science Instruction; Science Teachers; Science Tests; *Secondary School Science; *Student Reaction; *Teacher Response; Teaching Methods
IDENTIFIERS- *Wait Time

The objective of this study was to investigate how classroom questioning and discussion skills, designed to increase scientific literacy and problem solving performance, affects student achievement in biology and chemistry. The two independent variables for this study were the effects of wait time and supportive intervention. The dependent variables used were the grades of students on the Biology and Chemistry Regents Examinations in the State of New York. Forty-four teachers from 15 suburban and rural high schools located in four central New York counties provided the data set. Each teacher designated one class as an experimental unit and provided them with instruction using the techniques of wait time and supportive intervention. Results varied between the chemistry and biology groups. Indications were that since biology instruction uses memorization, the effects of the independent variables were not significant. In chemistry, there was no difference in the grades of students in the classes of teachers who received supportive intervention. In biology, however, the students performed at significantly lower levels. Also in biology, the presence of "wait timers" made little difference in achievement, except with students in the highest ability group. Five tables and six figures are included. (TW)

ED 282 384 EC 192 728

Hebard, Amy J.; And Others
Program Alternatives to Special Education. Interim Report on 1985-86. O.E.A. Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Apr 86
NOTE- 56p.; Prepared by the Student Progress Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *High Risk Students; Prevention; Program Effectiveness; Program Implementation; *Referral; School Districts; *Special Education
IDENTIFIERS- *New York (New York); *Program Alternatives to Special Education

This interim report on the Program Alternatives to Special Education (PASE) program in New York City: (1) describes strategies offered by 32 districts that provide program alternatives to special education referrals; (2) elucidates the strengths and weaknesses of program designs and highlights factors having positive effects on at-risk children; (3) discusses selection procedures for program participation and services designed for children referred to PASE; and (4) reports preliminary analyses of changes in initial school referral rates from 1984-85 to 1985-86. Data gathered from 62 elementary and 19 middle schools visited between December 1985 and March 1986 illustrate such positive program factors as high-quality staff, supportive district and administrative leadership, program designs sensitive to local needs and resources, and focus on the individual child. Program limitations included restrictive selection of target population, exclusion of some elementary schools from the program, staff vacancies, large caseloads, and inadequate staff development. Recommendations involve improved and broadened student selection, improved funding and structure of program administration, more training for and recruitment of staff, and provision of more services (counseling, diagnostic testing, etc.) for PASE students. (CB)

ED 282 398 FL 016 678

Mason, Victor W.
Preparing Tests of Reading Comprehension.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communicative Competence (Languages); *English (Second Language); *English for Academic Purposes; Higher Education; Item Sampling; Language Proficiency; *Language Tests; *Reading Skills; *Reading Tests; *Test Construction; Test Items; Test Use; Test Validity; Time Factors (Learning)

Reading skills are crucial to students learning and using English as a second language for academic purposes. Teachers can construct valid reading tests if they approach the task with care and focus on the test's ability to measure construct rather than face validity. In reading tests, the crucial elements of test design affecting validity are (1) the content of the reading tasks, (2) the length of the stimulus material, (3) the question format, (4) the time allotted for completion of the task, and (5) the amount of information obtained about the students' reading ability. Good reading tests should also show item sampling reliability, contain items whose formats require productive language, and promote scoring reliability. Good tests assess student proficiency and progress accurately and also give students confidence in their effectiveness, comprehensiveness, stringency, and accuracy. (MSE)

ED 282 415 FL 016 706

van Weeren, J., Ed.

Practice and Problems in Language Testing 5. Non-Classical Test Theory; Final Examinations in Secondary Schools. Papers Presented at the International Language Testing Symposium (5th, Arnhem, Netherlands, March 25-26, 1982).

Centraal Inst. voor Toetsonwikkeling, Arnhem (Netherlands).

REPORT NO.- 30
PUB DATE- May 83
NOTE- 108p.; For individual papers, see FL 016 707-715.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Comparative Analysis; Comparative Education; Difficulty Level; Evaluation Criteria; Evaluation Methods; Foreign Countries; Language Skills; *Language Tests; *Listening Comprehension; *Measurement Techniques; Modern Languages; Multiple Choice Tests; *Reading Comprehension; Reading Tests; Secondary Education; *Test Format; Testing; Testing Problems; Test Theory; Test Validity
IDENTIFIERS- *Comprehensive Examinations; England; Netherlands; Northern Ireland; *Rasch Model; Sweden; Wales

Presented in this symposium reader are nine papers, four of which deal with the theory and impact of the Rasch model on language testing and five of which discuss final examinations in secondary schools in both general and specific terms. The papers are: "Introduction to Rasch Measurement: Some Implications for Language Testing" (J. J. M. Theunissen); "Focusing in on a Latent Trait: An Attempt at Construct Validation by Means of the Rasch Model" (John H. A. L. de Jong); "Rasch and Reading" (Digna M. M. Samson); "Objective Based Tests for Reading Comprehension" (Willem M. M. van Roosmalen); "The Swedish System of Final Examinations in Modern Foreign Languages" (Torsten Lindblad); "Language Testing at About Age 16: Current Developments in England, Wales and Northern Ireland" (Robert H. Osborne); "Final Language Exeminations in Secondary Education: The Dutch System" (Trude A. Maas); "Backwash Effect of Multiple Choice Language Tests: Myth or Reality?" (Hildo Wesdorp); and "Response Models for Examinations with Open-ended Questions" (Henk Kreeft, Piet Sanders). (MSE)

ED 282 446 FL 016 745

Willemyns, Roland
The Investigation of "Language Continuum" and "Diglossia": A Macrological Case Study and a Theoretical Model.
PUB DATE- 87
NOTE- 22p.; In: Blanc, Michel, Ed.; Hamers, Josiane F., Ed. Theoretical and Methodological Issues in the Study of Languages/Dialects in Contact at Macro- and Micro-Logical Levels of Analysis; see FL 016 743.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Communicative Competence (Languages); *Diglossia; *Dutch; Foreign Countries; Interaction; Language Research; Language Usage; *Language Variation; *Linguistic Theory; *Regional Characteristics; Regional Dialects; Research Methodology; Sociolinguistics; Standard Spoken Usage; Uncommonly Taught Languages
IDENTIFIERS- *Belgium (West Flanders); *Language Contact

While the concepts of language continuum and diglossia are widely cited and discussed, they remain generally vague and are used in different ways by different linguists. Recent sociolinguistic research on Dutch-speaking Belgium provides a framework for examining the two concepts, a context for proposing a theoretical definition for language continuum, and a context for examining Fasold's distinction between "broad" and "leaky" diglossia. Results of a macrosociolinguistic study of language behavior in two western Flemish towns lead to the conclusion that, at least in the mind of

the language users, there is no language continuum in the common sense of the term, and the situation is diglossic. Information gathered in such macrological research requires the complementary micrological research in order to be complete, but macrological studies are also necessary to establish the specific needs for micrological research. (MSE)

ED 282 503 HE 020 333

Trends in Fall Enrollment in Colleges and Universities, 1976-1984. OERI Bulletin.

Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-86-314b
PUB DATE- Dec 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Attendance; *College Students; *Enrollment Trends; *Females; *Full Time Students; Graduate Students; Higher Education; *Males; *Part Time Students; Private Colleges; Professional Education; Sex; State Colleges; Student Characteristics; Two Year Colleges; Undergraduate Students
IDENTIFIERS- Higher Education General Information Survey; *United States

Data on 1976-1984 college and university enrollment trends are presented, based on the Higher Education General Information Survey. Information is provided on higher education enrollments by control and level of institution, student sex, and full-time and part-time attendance status. Trends in enrollment are for the 50 states and the District of Columbia, along with data for undergraduate, graduate, unclassified, and first-professional students at public and private institutions. Total enrollment rose annually from 11 million in 1976 to 12.5 million in 1983, a total increase of 13%. Enrollment in 1984 was the lowest since fall 1980. The traditional college-going population age group began to decrease in 1982. About 96% of the increase in total enrollment from 1976 to 1984 occurred among women. The changes in enrollment occurred more among part-time students (20%) than among those attending full-time (6%). One factor in the increase of part-time enrollment was the increased enrollment of students 25 years old and older. Female part-time students increased 45% over the 8-year period. Public institutions accounted for 94% of total two-year college enrollments in 1984. (SW)

ED 282 531 IR 012 675

Ancarrow, Janice S.
Use of Computers in Home Study.
Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-403
PUB DATE- 86
NOTE- 42p.; For additional reports from the same study, see ED 278 363 and ED 278 391.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; Attitudes; *Cognitive Style; *Computer Assisted Instruction; *Computer Software; Educational Media; Educational Technology; *Home Study; Learning Activities; *Microcomputers; Preadolescents; Preschool Children
IDENTIFIERS- Computer Peripheral Equipment; *Informal Education

Based on data gathered and analyzed for the Home Information Technology Study (HITS), which was jointly sponsored by the Center for Education Statistics in the U.S. Department of Education and the Corporation for Public Broadcasting to study informal, nonschool learning in households, this report focuses on the use of computers in home study. The following topics are discussed: (1) availability of hardware and software; (2) use of computers in the home; (3) computers and the users' most important learning activity; (4) learning style preference and computers; (5) awareness of potentially helpful computer programs; and (6) attitudes toward computers as learning aids. Tables include comparisons between the use of computers and the use of other technologies and resources--books/magazines, television, videocassette, records, radio, and audiocassette--by the four age groups surveyed (2-5, 6-11, 12-17, and 18 and over). Comparison is also made between learning style preference and use or nonuse of technology. The percent of each age group that knew about the potential helpfulness of a particular resource is also given, as well as the percent who actually used that resource, and perceived helpfulness ratings are shown for each resource whether or not it was actually used. (MES)

ED 282 631 PS 016 547

The American Chicle Youth Poll: A Landmark Study on the Attitudes of American Youth.

Roper Organization, Inc., New York, N.Y.
SPONS. AGENCY- Warner-Lambert Co., Morris Plains, NJ. American Chicle Group.
PUB DATE- Mar 87
NOTE- 110p.
AVAILABLE FROM- Public Affairs Department, Warner-Lambert Company, 201 Tabor Road, Morris Plains, NJ 07950 (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum; Discipline; Drug Use; Educational Quality; *Elementary School Students; Elementary Secondary Education; *Family Life; *High School Students; National Surveys; Parent Child Relationship; Questionnaires; Research Methodology; *School Attitudes; Sex Bias; Sex Education; *Social Problems; *Student Attitudes
IDENTIFIERS- *Satisfaction

Presented are findings of a 1986 national survey of 1000 American students between the ages of 8 and 17 years. Face-to-face interviews focused on youths' perceptions of their families, their schools, and major social issues confronting them. After a preview highlighting important findings, in-depth results and commentary are offered with supporting charts and tables. Chapter 1 reveals respondents' satisfaction with their home lives, their school lives, and their personal situation. The students' major concerns and expectations are explored in a broad national context. Chapter 2 examines respondents' family relationships, evaluates the "problem areas" in family life, and suggests improvements. The chapter also discusses how children perceive the provision of parental guidance, and examines the impact of working mothers on children's livelihood. Chapter 3 looks at students' evaluations of curriculum areas and of how well their schools are providing the basic elements of education, as well as students' suggestions about ways to improve the quality of education. In addition, the chapter reveals students' aspirations for their lives after high school. Chapter 4 probes sensitive problems confronting American society today, including discipline in the schools, sex education, drug and alcohol abuse education, and socio-political issues affecting schools. Concluding sections describe the survey methodology and provide a copy of the 56-item questionnaire. (RH)

ED 282 659　　　　　　PS 016 638

Besevegis, Elias; Neimark, Edith D.
Executive Control at an Early Age: Advance Planning in Solitary Play.
PUB DATE- 23 Apr 87
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Difficulty Level; Foreign Countries; *Metacognition; Persistence; *Planning; *Play; *Preschool Children; Preschool Education
IDENTIFIERS- Greece (Athens)

Questions concerning the ontogeny of the planning process and its role in the regulation of behavior have been markedly absent from the literature. The present study examines the planning done during solitary play by middle-class children from four public nursery schools in Athens, Greece. One hundred preschool children in five age groups (42, 48, 54, 60, and 66 months) were individually observed in two sessions of solitary play. One session involved constructive play, for which wooden blocks were provided. The other session focused on dramatic play involving a plastic house and an assortment of plastic dolls and vehicles. A Greek version of the Stanford-Binet was also administered to each child. Three features of play were observed: temporal aspects, such as duration and persistence; complexity and coherence of organization; and evidence of advance planning. Results showed that complexity and coherence increased with age for both types of play, but persistence and planning increased with age only in dramatic play. An attempt was made to assess the role of advance planning in directing the quality of solitary play. The two hypotheses considered were that (1) advance planning directs the quality of play, and (2) advance planning, along with qualitative aspects of play, is a function of the cognitive level of the child. It was not possible to choose between these two hypotheses on the basis of present evidence. (Author/BN)

ED 282 672 RC 016 102

Hooshyar, Nahid T.; Cain, Alicia
Parent Perceptions of the Support System in the Rural Area.
PUB DATE- Oct 86
NOTE- 13p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; Community Attitudes; *Community Support; Coping; Developmental Disabilities; *Disabilities; Economic Factors; Family Life; Family Problems; *Parent Attitudes; Parent Role; *Participant Satisfaction; Preschool Education; Professional Services; Quality of Life; Rural Education; Rural Environment; *Rural Urban Differences; Social Services; Social Support Groups; Special Education
IDENTIFIERS- Texas

The amount of support and the degree of satisfaction with available support to rural and metropolitan parents of handicapped preschoolers was studied by analyzing parents' responses to mailed questionnaires assessing family background and demographic characteristics and the mothers' perceptions of the availability and quality of support systems in their communities and school systems. Respondents were 50 urban and 30 rural Texas mothers of handicapped preschoolers. Responses about amount and quality of support fell into nine categories: amount of professional support, quality of medical support, satisfaction with professional support, number of people available for informal support, quality of informal support, satisfaction with informal support, parenting and lifestyle satisfaction, involvement in community groups, and satisfaction with community involvement. Comparison of rural and urban responses showed a slightly smaller amount of professional and informal support available to rural parents, but rural parents were more satisfied with available support than were metropolitan parents. The two areas with significant difference were quality of medical support and lifestyle/parenting satisfaction, with rural parents giving higher ratings in both areas. These results raise the possibility of overall satisfaction with rural life overriding limited outside support. (JHZ)

Long, Richard W.; And Others
Rural Policy Formulation in the United States.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.
REPORT NO.- AGES870203
PUB DATE- Apr 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agency Cooperation; Agriculture; Coordination; Decentralization; Economic Factors; Federal Government; Federal Programs; Government Role; Information Sources; *Institutional Role; Legislators; Local Government; Low Income Counties; Manufacturing Industry; *Participant Characteristics; *Policy Formation; *Political Influences; Presidents of the United States; Public Policy; Regional Planning; Retirement; *Rural Development; *Rural Economics; Social Influences; State Programs
IDENTIFIERS- Media Role; *Special Interest Groups

The major participants in the formation of policy and programs for rural areas include agricultural interest groups, nonfarm groups, certain legislators, and--less directly--the media. Policy is developed in many institutional arenas: the local community and state governments, the Department of Agriculture, the White House, and the Congress and its committees. Rural policy formation is affected by larger public policy and economic forces such as the national trend toward decentralization, a declining role for government, and the rapid internationalization of the American economy. Policy makers can use many sources of raw and interpreted information ranging from statistics analyzed and compiled by the Bureau of Census to academic research, special interest groups, media reports, and the Cooperative Extension Service. Finding better information and making better use of the information available are regular themes in discussions of the policy formulation process and deserve regular examination. Policy coordination and integration is a persistent rural policy issue. Coordination, regardless of its intuitive appeal and real value, can be accomplished only at the cost of diminished freedom of action for some. Historically, and particularly at this moment, coordination is less valued than highly decentralized institutions and jurisdictions each serving relatively narrow clienteles. (JHZ)

List of Core Journals in Earth Sciences.
International Council for Scientific and Technical Information, Paris (France).
SPONS. AGENCY- United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/WS/25
PUB DATE- Nov 86
NOTE- 393p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Classification; *Databases; Developing Nations; *Earth Science; *Foreign Countries; Geology; Geophysics; *Indexing; Information Sources; Mineralogy; Paleontology; *Periodicals
IDENTIFIERS- UNESCO

Selection and acquisition of relevant materials for building and developing an information infrastructure are modern worldwide problems. This document provides a core listing of journals in the earth sciences in an effort to develop a tool for the improvement of information handling and transfer. The core list was generated using several databases and selections were made based on productivity, scientific impact, and interest for developing countries. The major section of this document contains the core list, which includes: (1) the title of the journal; (2) the International Standard Serial Number (ISSN); (3) the subject area(s) or theme(s) covered by the periodical; (4) the most widely employed language(s) used for the articles published in the journal; (5) the number of issues published annually; (6) the abstracting services which cover each periodical; and (7) the name and address of the publisher. The subsequent sections provide indexes to the core list by subject scope, the countries where the journals are published, language, and ISSN number. (TW)

Harlen, Wynne
Teaching and Learning Primary Science.
REPORT NO.- ISBN-0-8077-2865-9
PUB DATE- 85
NOTE- 255p.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 ($14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Elementary School Teachers; Foreign Countries; Learning Strategies; Primary Education; Process Education; Science Activities; Science Education; *Science Instruction; Science Materials; *Science Teachers; Student Evaluation; Teacher Role; *Teaching Methods

This book explores the meaning of learning in science at the primary level and uses it as a basis for discussion of the content, methods, organization, resources, and the teacher's role. The first five chapters address how learning in science takes place, what aims are appropriate for elementary students, and how opportunities for learning can be evaluated. The remaining chapters focus on appropriate activities for elementary students, the teacher's role in these activities, assessment of progress, and curriculum planning. Chapters deal with the following subjects: (1) science as an essential part of children's education; (2) areas of scientific development; (3) changing children's ideas and ways of thinking; (4) science content; (5) evaluating opportunities for learning science; (6) learning opportunities for infants; (7) the teacher's role; (8) student assessment; (9) curriculum organization; and (10) teaching resources. An extensive reference list is also provided. (ML)

ED 282 431 FL 016 730

Ray, S., Ed.
Aboriginal and Islander Grammars: Collected Papers. Work Papers of SIL-AAB, Series A, Volume 9.
Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.

PUB DATE- Nov 85
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Creoles; Ethnic Groups; Foreign Countries; Form Classes (Languages); *Grammar; *Indigenous Populations; Language Research; Morphology (Languages); *Nouns; *Phrase Structure; Sentence Structure; Structural Analysis (Linguistics); *Tenses (Grammar); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- Aboriginal People; *Australia; Iwaidja; Kala Lagaw Ya; Kalaw Kawaw; Murinbata; Tiwi

Six papers on Australian Aboriginal and Islander grammars include: "Repetition of Tiwi at Clause Level" (Marie P. Godfrey); "Iwaidja Verbal Clauses" (Noreen Pym); "Murinbata Noun Clauses" (Chester S. Street); "Clauses in Kala Lagaw Ya" (Rod Kennedy); "Kalaw Kawaw Verbs" (Rod Kennedy); and "Kalaw Kawaw Verbs: Speaker Perspective and Tense, Mood, and Aspect" (Rod Kennedy). (MSE)

ED 282 475 HE 020 215

Benner, Richard S.; Hitchcock, Susan Tyler
Life after Liberal Arts. Information and Advice for Students from the University of Virginia's 1984 College of Arts & Sciences Alumni Career Survey.
Virginia Univ., Charlottesville.
PUB DATE- 86
NOTE- 32p.
AVAILABLE FROM- H and H Mailing and Marketing Company, 1575 Avon

Street Extended, Charlottesville, VA 22901 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alumni; *Career Planning; *College Graduates; *Education Work Relationship; *Employment Experience; Graduate Surveys; Higher Education; Job Satisfaction; *Liberal Arts
IDENTIFIERS- *University of Virginia

A career survey of arts and sciences graduates between 1971-1981 was undertaken by the University of Virginia to determine how liberal arts graduates do in the working world. When asked what type of education they would recommend to undergraduates, 91% answered a liberal arts degree. Alumni advised today's students to complement their liberal arts foundation with career-related experiences, both coursework and work experience, related to their career goals. A willingness to take initiative, both for investigating career possibilities and for seeking an actual job, was also seen as important. A total of 85% of the respondents reported current job satisfaction, and the median salary reported by alumni holding jobs from 3 to 13 years was $30,000. When asked to name the skills they found most critical to their current jobs, alumni listed these most often: oral and written communication, interpersonal skills, problem-solving, and critical thinking. A plan for what the student should do for each of the 4 years of college to prepare for a future career is provided. Finding a job is addressed, and case histories are provided. Using the university's Office of Career Planning and Placement is also covered. (SW)

ED 282 517 IR 012 660

Carl, Diana R.
Using Videoconferencing over Open Broadcast Satellite To Deliver Credit Courses.
PUB DATE- Nov 84
NOTE- 6p.; Paper presented at the Canadian Satellite Users Conferenc (Ottawa, Canada, November 1984). For a related paper, see IR 012 656.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Communications Satellites; Curriculum Development; Developed Nations; *Distance Education; Expenditures; *Faculty Development; Foreign Countries; Higher Education; Staff Development; Student Attitudes; Teacher Workshops; *Teleconferencing
IDENTIFIERS- *Distance University Education via Television; Mount Saint Vincent University (NS)

Mount Saint Vincent University (Nova Scotia), in cooperation with the Atlantic Satellite Network, has been involved in offering credit courses using videoteleconferencing since 1983. Distance University Education via Television (DUET) is a unique use of videoteleconferencing which complements the need for current information and for the involvement of distance students in university courses, the need for employers to support development of their staff through availability of these courses over satellite, and the need for the university to provide distance education in a way that complements its aims and structure. In addition to being a logical way to bring faculty and students together electronically, videoteleconferencing has the capability to provide a spontaneous, responsive experience for distance students. Faculty are the key to DUET. For faculty preparation and support, a DUET faculty manual, development sessions, troubleshooting meetings, and user-friendly facilities design are provided. DUET is well accepted by students and their employers, and students taking DUET courses have performed better than their on-campus counterparts. Videoconferencing has helped the university to respond immediately in several ways because the approach makes use of existing organizational structures and educational formats, and because new course offerings can be developed with a minimum expenditure. A 23-item bibliography is included. (Author/MES)

ED 282 546 IR 012 695

Successful Teleconferencing.
Alaska State Dept. of Administration, Juneau. Div. of Telecommunications Services.
PUB DATE- Jan 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Costs; Distance Education; Guidelines; *Information Networks; *State Government; State Legislation; *Teleconferencing; *Telephone Communications Systems; Television
IDENTIFIERS- *Alaska; Alaska Teleconferencing Network; Electronic Blackboards; Legislative Teleconference Network AK; Telecopier Systems

Information on the technology, use, and cost of teleconferencing is provided in this users' guide, which is updated annually. Intended to assist state government agencies in setting up their own teleconferences and teleconference policies, this booklet provides information on: (1) what teleconferencing is; (2) media available for teleconferencing; (3) reasons for teleconferencing, e.g., decision making, better understanding, agency cohesiveness, and staff training; (4) when to teleconference; (5) legality of teleconferencing; (6) conference operator service; (7) private teleconference services; (8) user-owned telephone conference features; (9) user-owned conference bridge; (10) the Legislative Teleconference Network; (11) the Alaska Teleconferencing Network (operated by the University of Alaska primarily for instructional and educational use); (12) teleconference terminal equipment; (13) conference rooms; (14) telephone lines; (15) audio and video enhancements; (16) estimating costs; (17) preparing for a teleconference; (18) conducting the teleconference; (19) things to remember during a teleconference; and (20) after the teleconference. Typical costs of conference operator and commercial teleconference services are listed in the appendices as well as Legislative Teleconference Network locations. (MES)

ED 282 576 IR 051 943

Roper, Michael
Directory of National Standards Relating to Archives Administration and Records Management: A RAMP Study.
International Council on Archives, Paris (France).
SPONS. AGENCY- United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/WS/16
PUB DATE- Dec 86
NOTE- 65p.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Archives; Developed Nations; Developing Nations; Foreign Countries; *Information Storage; *International Organizations; Personnel; Preservation; *Public Policy; Questionnaires; Records (Forms); Selection; *Standards
IDENTIFIERS- International Council on Archives; *Records Management

Prepared under contract with the International Council on Archives (ICA), this study is designed to provide archivists, records managers, and other interested professionals with both a reference and planning tool in the area of methods, norms and standards. The study is based on responses to a questionnaire which was submitted to selected categories of ICA members. Fifty replies, including seven nil replies, were received. The study background, methodology, and purpose are discussed; and an analysis of questionnaire replies is provided by topic: (1) National Standards on Matters of Concern Both to Records Management and to Archives Administration; (2) Standards on Records Management; and (3) Standards on Archives Administration. The Directory of National Standards includes listings of the standards of 32 countries, listed by country, as well as RAMP (Records and Archives Management Programme) studies and guidelines and related documents, other UNESCO (United Nations Educational, Scientific, and Cultural Organization) publications, and ICA publications. An index to the standards is provided; and the questionnaire, the cover letter, and a listing of respondents to the questionnaire are appended. (KM)

ED 282 645 PS 016 622

Brody, Leslie R.

Both Boys and Girls Are More Scared of Boys Than of Girls.

PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Elementary Education; *Elementary School Students; *Emotional Experience; Fear; *Personality; *Sex Differences; Sex Role; Sexual Identity; *Social Desirability

IDENTIFIERS- *Toy Preferences

Explored were feelings of envy, warmth, and fear that children experience toward boys and girls engaged in same-gender role, cross-gender role, and gender-role-neutral behaviors. A total of 120 children participated in the study: 60 first and second graders, and 60 fifth and sixth graders, with equal numbers of males and females in each grade. Children were told 24 stories which were equally divided into 8 different types of situations. Half of the stories depicted stereotypic desirable and undesirable male and female traits. The other half were gender-role neutral and depicted envy, fear, anger, and warmth. Each story was told to each child twice, once with a male and once with a female protagonist. Children were asked about the intensity of envy, fear, and warmth they experienced toward the story protagonist. They were also given measures of gender-typed personality traits and toy preferences, gender attitudes, and the Children's Social Desirability Scale (CSDS). The CSDS was used as a co-variate in all analyses. Findings indicated that children's feelings toward the same and opposite gender were multidetermined. These feelings were influenced by the biological gender of the children, the quality of their gender-typed traits and toy preferences, the biological gender and gender-typed traits of the person about whom they were experiencing the feelings, and the situation in which they were involved. (Author/RH)

ED 282 700 RC 016 272

Bennett, Ruth, Ed.; And Others
Hupa Nature Coloring Book.
California State Univ.-Humboldt, Arcata. Center for Community Development.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 84
NOTE- 14p.; For related documents, see RC 016 266-275.
LANGUAGE- Hupa
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Education; *American Indian Languages; *Animals; *Basic Vocabulary; Cultural Context; Cultural Education; Elementary Education; *Enrichment Activities; Illustrations; Language Maintenance; *Native Language Instruction; Picture Books
IDENTIFIERS- Birds; Coloring Books; *Hupa

Animals familiar to the northwest region of California where Hupa Indians reside are depicted in this coloring book which belongs to a series of materials developed to promote the use of the Hupa language. Each page contains a bold pen and ink drawing of an animal and the animal's name in the Unifon alphabet used for writing the Hupa language. There are no English translations. Each animal is presented in its habitat, e.g., a bear is by a stream where he has just caught a fish, a hummingbird is hovering near a bell-shaped flower, and pigeons are pecking at seeds on the ground. The animals depicted are eel, bear, hummingbird, blue jay, pigeon, owl, eagle, and four other species of birds. (JHZ)

ED 282 369 EC 192 713

Bowe, Frank

Disabled Women in America: A Statistical Report Drawn from Census Bureau Data.

President's Committee on Employment of the Handicapped, Washington, D.C.

PUB DATE- 83

NOTE- 34p.; For related documents, see EC 192 714-716.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adults; Age Differences; *Demography; *Disabilities; Educational Attainment; *Employment Level; *Females; *Income; Labor Force Nonparticipants; Labor Utilization; Marital Status; Occupational Clusters; Residential Patterns; Unemployment

This publication reports findings from the 1981 and 1982 Current Population Survey studies conducted by the United States Bureau of the Census regarding characteristics of the 6,319,000 noninstitutionalized handicapped women in America between 16 and 64 years of age. Tables, figures, and text provide information on age distribution, educational attainment, residential patterns, marital status, labor force participation, income and economic status, and occupational categories of this population. The "typical" working-age disabled woman is described as: 51 years old; a high school graduate; married; not in the labor force; having under $3,500 in income from all sources; and earning $10,569 if employed full time in 1980. (CB)

ED 282 461 HE 019 510

Number of Academic Freedom Cases Increased by 20 Percent in 1986: Two Institutions Added to AAUP List of Censured Administrations; Three Others Were Removed. AAUP News Release.

American Association of Univ. Professors, Washington, D.C.

PUB DATE- 13 Jun 86
NOTE- 23p.; (Georgia), and Talladega College (Alabama). In addition,
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; *College Administration; *College Faculty; *Employment Practices; Higher Education; *Personnel Policy; *Unions
IDENTIFIERS- *American Association of University Professors; Clark College GA; Jackson State College MS; Laredo Junior College TX; Mount Ida College MA; Pennsylvania State University; Seton Hall University NJ; Talladega College AL; Troy State University AL; University of Northern Colorado; Voorhees College SC

An update on academic freedom cases and complaints made to the American Association of University Professors (AAUP) is presented. AAUP responded to 1,222 academic freedom cases in 1986, an increase of 20% in the number of cases handled in the 2 preceding years. Two institutions were added to AAUP's list of censured administrations: Clark College (Georgia), and Talledega College (Alabama). In addition, three institutions were removed from the list: Troy State University (Alabama), censured 1969, Laredo Junior College (Texas), censured 1971, and Voorhees College (Texas), censured 1974. The full texts of the recommendations concerning censure for these five colleges are presented. Information is also provided on the University of Northern Colorado, which was placed on the list of censured administrations in 1984. Additional schools that were investigated by AAUP for issues such as excessive use of probation and nonrenewal of contracts of long-time faculty are also covered: Pennsylvania State University, Mount Ida College (Massachusetts), Jackson State University (Mississippi), and Seton Hall University (New Jersey). A chart provides information on the status of cases and complaints for 1981 through 1986. (SW)

ED 282 489 HE 020 314

Gilley, J. Wade; Fulmer, Kenneth A.
A Question of Leadership: Or, to Whom Are the Governors Listening?

George Mason Univ., Fairfax. Center for Policy Studies in Education.
PUB DATE- 15 Dec 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Role; Governance; Governing Boards; *Government School Relationship; *Higher Education; *Legislators; National Organizations; *Organizations (Groups); Professional Associations; *Public Policy; Resource Allocation; State Aid; State Boards of Education; *State Officials
IDENTIFIERS- *State Governors

The impact of higher education leaders on policy and program implementation at the state house and the priorities of 32 governors were studied in 1986. The report is based on survey responses from these governors plus supplementary interviews. Interviews were also conducted with a recent former governor, a state legislator, and a congressman to help analyze preliminary survey findings. The survey data indicate that the state governors have established educational improvements as a high priority, have developed a wide range of initiatives to implement these priorities, and have been substantially successful in selling their programs to their state legislatures. The results also show: the limited influence of college leaders on state higher education policy; and the fact that a new policy development apparatus is forming independent of the nation's higher education leaders. Based on the survey and interviews, suggestions include: college leaders must pay more attention to broader state issues; a college's public image can be shaped, in part, by having its president use the executive office to speak out on public issues; and colleges should consider a team approach in interacting with state governments. The nine survey questions and the governors' responses are presented, along with a list of participating states. (SW)

ED 282 561 IR 051 927

Darling, Pamela W., Comp.

Preservation Planning Program. Resource Notebook. Revised Edition.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 87
NOTE- 832p.; Revised Edition by Wesley L. Boomgaarden. For the Preservation Planning Program Manual, see IR 051 926.
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131)
DESCRIPTORS- Library Cooperation; Library Facilities; *Library Materials; *Library Planning; Microreproduction; *Needs Assessment; Physical Environment; *Preservation; *Program Development; Repair; Supplies; Training
IDENTIFIERS- Disaster Planning

Designed to be used with the Association of Research Libraries (ARL) "Preservation Planning Program Manual," this notebook provides access to background and technical information needed for planning and carrying out a variety of preservation programs and activities. Its contents, all drawn from the body of preservation literature available in late 1986 and early 1987, include excerpts and documents that are of particular usefulness and/or difficult to obtain through normal channels, and references to over 200 additional items that are more readily available but are not reproduced here due to length or lack of reproduction permission. An introductory bibliography lists the reproductions and references for each subject area, flagged to indicate basic introductory materials and in-depth or supplementary items. The notebook is divided into the following major subject areas: (1) Introductory Readings; (2) The Physical Environment; (3) Protection of Library Materials; (4) Surveying Collection Conditions; (5) Preservation Organization and Administration; (6) Disaster Prevention and Preparedness; (7) Preservation Microfilming; (8) Cooperative Preservation Activities; (9) Preservation Supplies; (10) Education and Training for Preservation; and (11) Library Materials--Physical Nature and Treatment. (KM)

ED 282 732 SE 048 155

Directory of Great Lakes Education Material.
International Joint Commission, Windsor (Ontario). Great Lakes Regional Office.
PUB DATE- Mar 87
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiovisual Aids; Biological Sciences; *Ecology; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Marine Education; Science and Society; Science Education; *Science Instruction; *Secondary School Science; Social Studies; Water Pollution; Water Resources

The Great Lakes Science Advisory Board of the International Joint Commission surveyed several hundred educators and producers of educational programs. One of the results of the survey was the development of this directory, which is limited to materials and producers of materials dealing with the Great Lakes Basin ecosystem, environmental studies, and ecology in general. Each resource entry is included in a category according to its format. These broad divisions include: (1) books; (2) pamphlets; (3) serials and journals; (4) newsletters; (5) audio-visual materials; (6) kits; (7) environmental education centers; (8) activities and workshops for educators; and (9) sources of materials. Most entries include titles, publishers and producers, addresses, publishing dates, subjects covered, emphasis, and the approximate audience level. Also included are a subject index and a grade index which are designed to help the user locate materials. (TW)

ED 282 399 FL 016 679

Giauque, Gerald S.
Proverbes anglo-americains (English/American Proverbs).
PUB DATE- 86
NOTE- 105p.
LANGUAGE- French; English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Cultural Context; Cultural Education; Definitions; *English; *French; *Idioms; *North American Culture; *Proverbs; Translation

A collection of the 550 best-known English-language proverbs provides an explanation of their meanings in French and gives French-language equivalents. A list of proverbs categorized by key words is appended. (MSE)

ED 282 400 FL 016 684

Kitao, S. Kathleen; Kitao, Kenji
Differences in the Kinesic Codes of Americans and Japanese.
PUB DATE- 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Body Language; Classification; Comparative Analysis; *Cultural Context; *Cultural Differences; Cultural Education; *Culture Conflict; *English (Second Language); Foreign Countries; Intercultural Communication; *North American Culture;

Paralinguistics; Second Language Instruction; Social Values
IDENTIFIERS- *Japanese People

Differences between American and Japanese society and culture that contribute to differences in the use of body language are examined. These include historical and social factors. Examples of the differences and of the misunderstandings that can result are analyzed and illustrated, using a system of classifying kinesic codes into categories according to function. Suggestions are made for teaching kinesic codes in English-as-a-second-language instruction to promote better intercultural communication. (A five-page reference list is appended.) (MSE)

ED 282 432 FL 016 731

Sandefur, John R.; Sandefur, Joy L.
An Introduction to Conversational Kriol. Work Papers of SIL-AAB, Series B, Volume 5.
Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.
REPORT NO.- ISBN-0-86892-221-8
PUB DATE- Sep 82
NOTE- 94p.; Audiotape cassettes to accompany this manual are available from the WorkPapers Editor, Summer Institute of Linguistics, Australian Aborigines Branch, PO Barrimah, Darwin, NT 5788, Australia.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiolingual Methods; *Conversational Language Courses; Course Content; Creoles; Ethnic Groups; Foreign Countries; Grammar; Idioms; Indigenous Populations; Instructional Materials; Language Attitudes; Language Research; *Pronunciation; Second Language Instruction; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- Aboriginal People; *Australia; *Kriol

A course in conversational Australian Kriol begins with a discussion of language learning and an outline of the course design. Thirty-five lessons follow, to be used with cassette recordings (not included). Each lesson, except the review lessons, has six sections: a conversation sample, vocabulary, grammar, pronunciation, useful expressions, and supplementary information. The first three sections are interrelated and are to be drilled as a unit. The two review lessons each consist of a story, questions, pronunciation exercises, and useful expressions. An appended essay looks at preconceptions about language and relates anecdotes about characteristics of the English language. (MSE)

ED 282 447 FL 016 746

Cheshire, Jenny
A Survey of Dialect Grammar in British English.
PUB DATE- 87
NOTE- 10p.; In: Blanc, Michel, Ed.; Hamers, Josiane F., Ed. Theoretical and Methodological Issues in the Study of Languages/Dialects in Contact at Macro- and Micro-Logical Levels of Analysis; see FL 016 743.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Descriptive Linguistics; Dialect Studies; Foreign Countries; *Grammar; Language Research; *Language Variation; *Nonstandard Dialects; Oral Language; *Regional Characteristics; Research Methodology; Secondary Education; *Syntax
IDENTIFIERS- *English (British); Language Awareness; Language Contact

A three-year research project which will collect information on the grammar of British dialects is described. The project is part of a larger study of syntactic variation, undertaken to gain insight into the causes of and solutions to linguistic conflict in school. Information is to be gathered in selected schools from the speech of students 11-16 years old and supplemented with responses to questions about parental and grandparental speech. Interest is focused on common features or community usage rather than individual usage. Analysis of the data will permit charting of the distribution of a wide range of grammatical features of British English, development of an atlas of British dialect grammar, and identification of specific regions where more detailed studies of syntactic variation could be carried out most usefully. (MSE)

ED 282 504 HE 020 334

Education Statistics: A Pocket Digest, March 1987.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-342
PUB DATE- Mar 87
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Degrees (Academic); Educational Attainment; Elementary School Teachers; *Elementary Secondary Education; *Enrollment Trends; *Expenditures; Federal Aid; *Financial Support; *Higher Education; Income; Private Colleges; Private Education; Public Colleges; Public Education; Racial Composition; Secondary School Teachers; State Aid; Student Costs; Two Year Colleges

Data on enrollments, student characteristics, number of teachers, and finance are reported for public and private U.S. colleges and elementary and secondary schools for 1970-1971, 1975-1976, 1980-1981, and 1985-1986. Statistics are also presented on: public school revenues by source of funds (federal, state, local); high school graduates by sector; public school expenditures for regular school programs, other programs, interest on school debt, and capital outlay; current expenditure per pupil in average daily attendance in public schools; pupil-teacher ratios; enrollment at two-year and four-year colleges; college enrollments by sex and

full-time and part-time status; distribution of college students by race; total senior instructional staff at two-year and four-year colleges; degrees conferred by level; degrees awarded to women by level; revenues to colleges and universities by source of funds (government funding, tuition, private sources, endowment, sales and services revenues); current-fund expenditures and additions to plant value by public and private colleges; average annual rates for tuition and room and board by sector; enrollment rates of selected population age groups; and educational attainment of persons 25 years old and older. (SW)

Educational Technology. Final Evaluation Report. E.C.I.A. Chapter 2.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
PUB DATE- Aug 86
NOTE- 65p.; For related documents, see ED 268 948.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Literacy; Educational Planning; *Educational Technology; *Educational Television; Elementary Secondary Education; *Evaluation Methods; Library Services; *Long Range Planning; Program Development; Program Evaluation; School Districts; Workshops
IDENTIFIERS- *District of Columbia Public Schools; *Education Consolidation Improvement Act Chapter 2

This report on the activities of the Educational Technology program of the District of Columbia Public Schools (DCPS) during the 1985-86 school year focuses on the planning and development of the next Educational Technology Five-Year Plan for the school district. The major emphasis of this program for grades pre-K through 12 since its first full year in 1983-84 have been computer literacy and educational television. Included are (1) a summary of the project and the findings of the evaluation; (2) background information and a description of the project; (3) the external evaluation design, i.e., the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision Making developed by the DCPS Division of Quality Assurance; (4) a narrative summary of the results and reporting forms for the final evaluation and an interim evaluation; and (5) eight appendices. The appended materials include the evaluation model schema; documentation of the planning workshop, including a list of participants, the agenda, the goals from the reports of four small study groups, and an analysis of the results from the workshop questionnaire; and the draft Educational Technology Five Year Plan Matrix, which covers the computer literacy training laboratory, library/media services, instructional television, and provisions for the use of new and emerging technologies to improve instruction and learning. (MES)

ED 282 590   JC 870 213

Camp, William D.; Santacroce, Patrick J.
Report of the Ad Hoc Committee on Academic Excellence.
Luzerne County Community Coll., Nanticoke, Pa.
PUB DATE- Oct 86
NOTE- 38p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Change Strategies; Community Colleges; *Educational Assessment; Educational Change; *Educational Quality; Feedback; Institutional Mission; *Student Evaluation; *Student Responsibility; Two Year Colleges
IDENTIFIERS- *AAHE Assessment Forum

An overview is provided of the activities and recommendations of Luzerne County Community College's (LCCC's) Ad Hoc Committee on Academic Excellence (COAE), which was formed to review recently published studies and reports on academic excellence in American higher education and to analyze the applicability to LCCC of the recommendations of the National Institute of Education's report, "Involvement in Learning: Realizing the Potential of American Higher Education." After section 1 provides introductory information on LCCC and the charge of the COAE, section 2 presents background on the educational reform movement; the division of the COAE into five study groups focusing on student involvement, high expectations, assessment and feedback, implications of the conditions of excellence, and external agencies; the charge and activities of the study groups; and LCCC's mission statement and institutional objectives. Section 3 offers an overview of the deliberations of the study groups and their recommendations for change. Section 4 analyzes the implications of the study groups' recommendations for LCCC; presents a proposal for the establishment of general education requirements; and offers an integrated series of 24 recommended academic excellence initiatives. Section 5 offers conclusions and suggests a plan for the implementation of the COAE's recommendations. (EJV)

ED 282 603 JC 870 255

Knox, Robert J.; Lorenzo, Albert L.
"Service Wars": The Race To Be the Best in Product Service.
PUB DATE- Apr 87
NOTE- 5p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (67th, Dallas, TX, April 22-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Cooperative Programs; Experiential Learning; *Job Training; *Labor Force Development; Program Descriptions; *School Business Relationship; *Technical Education; Technological Advancement; Two Year Colleges
IDENTIFIERS- *Automobile Industry; *Macomb Community College MI

To meet the price and quality challenges of foreign manufacturers, U.S. industry has had to invest heavily in technology, incorporating it extensively into both the manufacturing process and product. This trend, termed the "New Industrial Revolution" has created a new challenge--educating technicians to service these highly technical, micro-electronic, and computer-controlled products. One model for meeting this challenge is being piloted by Chrysler Corporation at Macomb Community College (MCC) in Michigan to address the critical needs of Chrysler dealers for highly skilled automotive service technicians. The 4-year Chrysler Dealer Apprentice Program (CAP) has the following unique features: (1) both MCC and Chrysler participate in recruitment and student selection; (2) during the first 2 years of the program, the student goes to school for 2 months studying subjects specific to Chrysler's systems and basic automotive theory and practice, then goes to work at the dealership for the next 2 months to work under the guidance of an experienced technician on those systems studied in school; (3) the technician is paid a stipend to check the student's work, the student is paid as a part-time employee of the dealership; (4) after graduation, the student becomes a full-time employee of the dealership for 2 years; (5) CAP operates through a signed contract between the student and the sponsoring dealer; (6) Chrysler and MCC are working together to redefine the content of a number of liberal arts associate degree requirements to make the courses more relevant to the automotive student; and (7) all participants in the program--Chrysler, MCC, the dealership, and the student--make specific contributions and commitments to the program. (PAA)

ED 282 617 JC 870 276

Schilling, Judith S.
Fact Sheets: A Useful Way to Disseminate Community College Institutional Research.
Butler County Community Coll., Butler, PA.
PUB DATE- Jun 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Community Colleges; Employment Statistics; Enrollment; *Information Dissemination; *Institutional Research; *Research Utilization; *School Personnel; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Fact Sheets

For the past several years, a fact sheet format has been used at Butler County Community College (BCCC) to disseminate research findings across the campus. Prepared as early as possible after the start of each semester, the fact sheets are distributed to every full- and part-time college employee, and to the board of trustees and foundation directors. Fact sheets are also given to prospective employees during the interview process and are used to help provide consultants with a quick orientation to various aspects of the college. The fact sheets are easily updated to reflect different emphases in data collection from year to year. This report presents four examples of BCCC's Fact Sheets, focusing on: (1) Credit Student Profile for Fall Semester, 1986, which contains enrollment data on full-time, part-time, and credit students; freshmen and sophomores; new and returning students; certificate and degree programs; day and night students; and male and female students; (2) Spring Semester, 1987, Credit Student Profile, which contains the same information along with data on students by age and high school; and class scheduling; (3) Summer Session, 1986, Credit Student Profile, which contains data on student enrollment by workload, status, gender and residency; courses by schedule, credit hours, status of instructors and number of students; student enrollment headcounts for summer sessions, 1982-1986; credits generated by departments for summer sessions, 1982-1986; credit full-time equivalents generated for summer, 1982-1986; and (4) Employees, which contains data on total college employees by job classification; faculty by number, gender, and status as compared with 1984; full-time and part-time faculty by highest degree held; full-time faculty by rank and tenure status; administrators by rank and highest degree held; and secretarial, paraprofessional, and skilled crafts/maintenance personnel by status and gender. (PAA)

ED 282 660 PS 016 639

Sinnott, Jan D.

Changing the Known; Knowing the Changing: General Systems Theory Paradigms as Ways to Study Complex Change and Complex Thoughts.

PUB DATE- May 87
NOTE- 21p.; Paper presented at the Annual Symposium of the Jean Piaget Society (17th, Philadelphia, PA, May 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); *Cognitive Development; Cognitive Processes; *Developmental Psychology; *Formal Operations; *Individual Development; *Piagetian Theory; Research Problems; *Systems Approach
IDENTIFIERS- Theoretical Orientation

This paper discusses the utility of a general systems theory paradigm for psychology. The paradigm can be used for conceptualizing such complex phenomena as change over time in living systems, person-society interactions, and the epistemology of multiply determined changes. Consideration is also given to applications of the approach to developmental research on aging and Piagetian postformal operations. The discussion indicates characteristics and core themes of general systems theory, as well as some system functions that are present in all systems. Tables supplementing and summarizing the discussion delineate (1) "patterns of systematic system change over time," (2) system characteristics that permit and retard change, and (3) what systems theory teaches about personal change. Other materials cover the systems involved in relativistic thought, and the balance between potential and order in a living system. (RH)

ED 282 673 RC 016 107

Dilts, Russ; And Others
Researchers from the Village. An Indonesian Non-Government Rural Action and Community Development Training Program.
PUB DATE- Oct 86
NOTE- 12p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Educators; Change Agents; Citizen Participation; Community Change; *Community Development; Community Education; Community Involvement; Developing Nations; Foreign Countries; Leadership Training; *Nonformal Education; *Rural Areas; Rural Development; *Social Change; Trainers; *Training Methods
IDENTIFIERS- Freire (Paulo); *Indonesia (Java)

A non-government program trains local action-researchers from villages of Java, Indonesia, to work for grass-roots social change within their communities. Begun in 1977, the program trains local men and women to work with their neighbors to revitalize existing institutions and to gain control over the development programs and social services intended to benefit them, but which are often controlled by outside agencies which do not reflect community values and priorities. The program bases its training approach on adult/non-formal education and has its origins in participatory research, particularly Freire's "conscientizing research."

Participants attend a 1-month residential workshop, complete 4 months of supervised field work, attend a series of planning workshops, and attend an evaluation workshop at the end of the 1-year training period. The four elements of the residential workshop curriculum are introduction to community development, action research methods, program planning, and problem solving. During fieldwork, participants identify village needs and concerns, develop action project plans based on their needs analysis during the planning workshops, implement the plans, and evaluate the outcomes of the projects after 1 year. The training system and approach, participant selection, curriculum, and evaluation system are described. Outcomes of the program are summarized. (LFL)

ED 282 686 RC 016 254

Oliveira, Victor J.; Kuehn, John A.
Distribution of Employment Growth in 10 Ozark Communities. A Case Study.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- RDRR-66
PUB DATE- May 87
NOTE- 44p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Factors; Educational Attainment; Employed Women; Employers; *Employment Opportunities; Government Role; Labor Force; Local Norms; Manufacturing Industry; Older Adults; Recreation; Retirement; Rural Areas; Rural Development; *Rural Economics; Rural Population; *Small Businesses; *Tourism; Trend Analysis; Youth Employment
IDENTIFIERS- *Ozarks; Recreation Industry

Service industries, some manufacturing, and a concentration of retirees can provide a strong economic base in a rural area. Rapid growth of service businesses, especially wholesale and retail firms and other businesses related to tourism and recreation, attracted job-seekers to a 10-county area in the Ozark Mountains of Arkansas and Missouri during 1978-84. Newcomers were better educated and held higher paying jobs than long-term residents. The recreation businesses provided increased job opportunities for youths but tended to pay low wages and be seasonal, based on tourism patterns. Manufacturing industries provided about a fourth of the jobs in the area, many of them higher paying than jobs in the service sector.

The area also benefited from the stable income and buying patterns of retirees who made up 33% of the area's adult residents. Government played a minor role in the area's economic expansion. Economic expansion in the area was dominated by wholesale and retail trade, services and tourism-related businesses. Twenty-eight percent of the area's establishments opened for business after 1970; another 23% expanded since 1978. Service-sector industries accounted for 85% of the new and 75% of the expanding businesses. (AA)

ED 282 717 SE 048 140

Blystone, Robert V.
The Value of Analysis of Standardized Placement Exams: A Case Study
of Cell Structure.
PUB DATE- 14 Feb 87
NOTE- 8p.; Paper presented at the Regional Conference on University
Teaching (2nd, Las Cruces, NM, February 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *Advanced Placement Programs;
*Biology; College Bound Students; High Schools; Science Education;
*Science Tests; *Secondary School Science; *Test Interpretation;
Textbook Content
IDENTIFIERS- *Cells (Biology); *Science Education Research

This study focused on potential pedagological uses of standardized placement exams. A sample of 250 exams of the May 1984 Biology Advanced Placement (AP) exam was obtained and student responses to the question on cell structure were analyzed. The frequency of particular responses to the question is listed and trends and patterns in the responses are discussed. Interviews were also conducted with AP biology instructors, high school science coordinators, readers of the 1985 AP Biology exam, college biology instructors, and professional research cell biologists for purposes of explaining the AP cell structure question results. Textbooks and resource materials were then examined for their impact on potential learnings of students and for the amount of information that they had on cell structures. Recommendations resulting from this study include: (1) provisions for additional uses of national standardized exam results other than the measurement of achievement; (2) development of hierarchically related science textbooks from high school to college; and (3) periodic replacement of learning resource materials to accompany test materials. (ML)

ED 282 748 SE 048 172

Prueher, Jane

Improving Achievement and Attitudes in Elementary Algebra through Written Error-Correcting Feedback and Free Comments on Tests.

PUB DATE- Jun 87
NOTE- 69p.; Master of Education Thesis, National College of Education.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Algebra; Criterion Referenced Tests; *Feedback; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; *Mathematics Tests; Reinforcement; Secondary Education; *Secondary School Mathematics; Student Attitudes; Student Evaluation; *Teacher Response

The purpose of this study was to investigate the extent to which written error-correcting feedback on teacher-made criterion-referenced tests results in increased achievement of high school students taking algebra. In addition, student attitudes toward chapter tests and changes that may occur in those attitudes resulting from teacher treatment of tests was considered. Two classes of algebra students were used, one being the control group and the other, the experimental group. Students in the control group received their usual treatment of tests at the end of each chapter, and test papers were returned with incorrect responses marked wrong and a test grade. The incorrect responses were discussed both in and out of class with the teacher. All students in the experimental group received the same treatment as the control group. In addition, they were provided with written, error-correcting feedback on their examination papers. This feedback included "free comments" (e.g. words of encouragement and compliments for creative solutions). The findings showed no significant connection between the feedback provided and increased

achievement. Possible reasons for this result included the inability to control extraneous variables, and the lack of validity and reliability of the tests used. A 41-item reference list and a student survey instrument are included. (TW)

ED 282 763 SE 048 189

Cerna, Marie, Ed.
In-Service Education of Science Teachers. Proceedings of International Seminar (Bratislava, Czechoslovakia, October 17-21, 1983).
Charles Univ., Prague (Czechoslovakia). European Information Centre for Further Education of Teachers.
REPORT NO.- 60-067-86
PUB DATE- 86
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Biology; Chemistry; Foreign Countries; Geography; Geology; *Inservice Teacher Education; *International Educational Exchange; International Programs; *Lifelong Learning; Science Education; *Science Teachers; Seminars; *Teacher Improvement
IDENTIFIERS- *UNESCO

An international seminar on in-service education of science teachers was held in Czechoslovakia in 1983 and was attended by educational experts from eight countries. Representatives from the Soviet Union, the Polish People's Republic, the Bulgarian People's Republic, the German Democratic Republic, the Federal Republic of Germany, India, Colombia, and Tunisia participated in the seminar. The proceedings focused on: (1) the aims and didactic concepts of the lifelong education of teachers of selected science subjects; (2) the implementation of the concept of the lifelong education of these teachers; and (3) the possibility of cooperation in inservice programs on a regional and international scale. A listing of recommendations that were made at the seminar is provided. Also included is a list of the seminar's participants, its program, and selected bibliographic notes. (ML)

ED 282 370 EC 192 714

Bowe, Frank
Disabled Adults in America: A Statistical Report Drawn from Census Bureau Data.
President's Committee on Employment of the Handicapped, Washington, D.C.
PUB DATE- 83
NOTE- 43p.; For related documents, see EC 192 713-716.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Age Differences; *Demography; *Disabilities; Educational Attainment; *Employment Level; *Income; *Labor Force Nonparticipants; Labor Utilization; Marital Status; Occupational Clusters; Residential Patterns; Unemployment

This publication reports findings from the 1980 Census and from Current Population Survey studies conducted in 1981 and 1982 by the United States Bureau of the Census regarding characteristics of the 12,320,000 noninstitutionalized disabled Americans between 16 and 64 years of age. Tables, figures, and text provide information on age distribution, educational attainment, residential patterns, marital status, labor force participation, income and economic status, and occupational categories of this population. The "typical" working-age disabled American is described as: 50 years of age; a high school graduate; married; not in the labor force; and having about $5,000 in income from all sources in 1980. (CB)

ED 282 385 EC 192 729

Churchill Forum, Volume VIII, Numbers 1-4, November 1985-June 1986.
Churchill Center for Learning Disabilities, Inc., New York, NY.
PUB DATE- 86
NOTE- 33p.
AVAILABLE FROM- Churchill Center for Learning Disabilities, Inc., 22 E. 95th St., New York, NY 10128.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Adults; Career Development; Child Rearing; *College Preparation; College Programs; College Students; *Dyslexia; *Education Work Relationship; *Employment Potential; Higher Education; *Learning Disabilities; Parenting Skills; Postsecondary Education; *Psychological Needs; Remedial Instruction; Self Concept

This collection of four newsletters focuses on abilities and problems of and services for learning disabled persons. Major articles have the following titles and authors: "From Service Receiver to Service Provider: The Learning Disabled Young Adult Moves into the Work World" (A. Roffman); "Our Children's Future in the Workplace" (F. Yauch); "Making the Most of Your Vocational Potential" (C. Gaynor and J. Sargent); "College for the Learning Disabled: Myths and Realities" (I. Rosenthal); "Dispelling the Myths: The Challenge for Learning Disabled College Students" (S. LaPorta); "College Preparatory Curriculum for the Learning Disabled Student" (R. Peirce and D. Peirce); "Not Only Our Disabilities, but Our Immense Potential As Well" (C. Drake, the Landmark School, Massachusetts, program for dyslexics); "The Adult Dyslexic in Remediation: The ABC's and Much More" (J. Knight); "Job Attainment and Job Retention for the Learning Disabled" (E. Lederer and S. Gorbunoff); "Employing the Learning Disabled Adult" (L. Howes); "Parenting the Learning Disabled Child--One Parent's Experience" (T. Markowitz); "Learning Disabilities and Psychological Development" (J. Cohen); and "A Response: Further Comments on the Psychological Repercussions of Learning Disabilities" (E. Lapidos). (CB)

ED 282 416 FL 016 707

Theunissen, Phiel J. J. M.
Introduction to Rasch Measurement: Some Implications for Languages.
PUB DATE- May 83
NOTE- 5p.; In: van Weeren, J., Ed. Practice and Problems in Language Testing 5; see FL 016 706.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Grouping; Difficulty Level; Evaluation Criteria; *Item Sampling; *Language Tests; *Measurement Techniques; Performance Factors; Second Languages; *Statistical Analysis; Testing Problems; *Test Items; Test Theory; *Test Validity
IDENTIFIERS- *Rasch Model

Any systematic approach to the assessment of students' ability implies the use of a model. The more explicit the model is, the more its users know about what they are doing and what the consequences are. The Rasch model is a strong model where measurement is a bonus of the model itself. It is based on four ideas: (1) separation of observable behavior and an underlying latent trait responsible for that behavior; (2) the probabilistic character of the observed behavior; (3) local stochastic independence; and (4) repeated assessment of indices of the latent trait. The Rasch model specifies that the student's performance is completely determined by two variables, his/her ability and the item difficulty, to the exclusion of all other factors such as time, guessing, and the discriminative power of the items. The model has these characteristics: it has a theory of behavior before measurement, in contrast with classical test theory; it is geared to the item level rather than the test level; it does not try to explain why a certain answer is given, only the chance of a correct response; it is population-independent; and it permits clearer insight into the accuracy of the measurement. The model can be used for generating items from an item bank for different populations or different purposes. (MSE)

ED 282 476 HE 020 216

Ehrhart, Julie Kuhn; Sandler, Bernice R.
Looking for More Than a Few Good Women in Traditionally Male Fields.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
PUB DATE- Jan 87
NOTE- 25p.
AVAILABLE FROM- Association of American Colleges, Project on the Status and Education of Women, 1818 R Street, NW, Washington, DC 20009 ($5.00, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Students; *Career Choice; Change Strategies; Check Lists; College Environment; College Programs; Disabilities; *Females; Higher Education; *Majors (Students); Minority Groups; *Nontraditional Occupations; Nontraditional Students; *School Holding Power; Self Evaluation (Groups); Student College Relationship; Student Experience; *Student Recruitment

Reasons why more women are not studying and completing degrees in tradionally male fields are discussed, along with what can be done by colleges to help remedy the situation. A focus of attention is the academic and social environment experienced by women students in traditionally male college programs. In addition, precollege experiences for women are briefly examined, including socialization away from "male" interests, and encouragement or discouragement by parents, teachers, and counselors. Special concerns of minority women, older women, and disabled women are also addressed. Sources of information include: empirical studies of students at all educational levels; campus reports and surveys; interviews with college personnel and faculty involved in programs to attract and retain women in traditionally male fields; and responses to a "call for information" issued by the Project on the Status and Education of Women. Recommendations for recruiting and retaining women in traditionally male programs are provided, along with an institutional self-evaluation checklist, a bibliography, and a list of resource organizations, including the address, phone number, and contact persons. (SW)

ED 282 490 HE 020 315

Campus-Wide Seminar on the University Presidency: Faculty Expectations and Preferences. Panel Presentations at a University of Georgia Seminar (Athens, Georgia, November 19, 1986).

Georgia Univ., Athens. Inst. of Higher Education.

PUB DATE- 19 Nov 86
NOTE- 49p.
AVAILABLE FROM- University of Georgia, Institute of Higher Education, Chandler, Athens, GA 30602 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Qualifications; *Administrator Role; Ancillary School Services; *College Presidents; Departments; Higher Education; *Leadership Responsibility; School Personnel; *Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- *University of Georgia

Views of faculty members and staff at the University of Georgia concerning the responsibilities and qualifications of the next college president are presented in 1986 panel papers. Panels represented various disciplines as well as the university's public service, research, and student affairs offices. Panel paper titles and authors are as follows: "Our Needs, Expectation and Hopes for Our New President" (Gene E. Michaels); "The Presidency from the Viewpoint of Behavioral and Social Scientists" (Gary K. Bertsch); "The Expectations and Preferences of Fine Arts Faculty" (Richard M. Graham); "The Humanities and Our Next Presidency" (Richard A. LaFleur); "Perspective on the University Presidency from the Professional and Applied Fields" (Lynda Henley Walters); "In Search of New University Leadership" (Ivery D. Clifton); "Expectations and Preferences from the Perspective of Academic Services" (David F. Bishop); "The New President and Sponsored Research" (Edward Chin); "Student and Student Affairs Perspectives on Leadership" (William R. Mendenhall); "The Important Role of Public Service in a University" (Melvin B. Hill, Jr.); and "Faculty and Staff Expectations for Our New President" (Margaret Elisabeth Holt). (SW)

ED 282 547 IR 012 696

Palazzi, Maria
The Use of Computer Graphics in the Design Process.
PUB DATE- 87
NOTE- 81p.; Master's Thesis, The Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Animation; *Computer Graphics; *Computer Simulation;
Data Collection; Design; Designers; Futures (of Society);
Manufacturing Industry; *Systems Approach; Three Dimensional Aids
IDENTIFIERS- *Computer Assisted Design; *Industrial Design;

Information Management

This master's thesis examines applications of computer technology to the field of industrial design and ways in which technology can transform the traditional process. Following a statement of the problem, the history and applications of the fields of computer graphics and industrial design are reviewed. The traditional industrial design process is then described, and the following steps in the process are examined and related to possible computer applications: (1) problem acceptance; (2) problem analysis and definition; (3) ideation; (4) selection of solution(s); (5) implementation of solution(s); and (6) evaluation of solutions(s). Data gathering, information management, and simulation are identified as functions that can be performed by computers in the design process. A discussion of the inevitable restructuring of the design process and ways in which this process can be enhanced through the use of a system created specifically to fit the needs of the industrial designer concludes the report. Five figures are included in the text and a list of 47 references is provided. (MES)

ED 282 577 IR 051 944

Carrion-Rodriguez, Guadalupe; Quevedo-Procel, Jose
Information Professionals for the Industrial Sector.
PUB DATE- Sep 86
NOTE- 24p.; Paper presented at the Pre-Congress Seminar of the Study Committee on Education and Training of the International Federation of Documentation (Montreal, Ontario, Canada, September 8-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Developing Nations; *Industry; Information Science; *Information Scientists; *Information

Services; Information Technology; *Library Education; *Professional Education; User Needs (Information)
IDENTIFIERS- Information Management

In today's information society, the greatest challenge for information professionals is to accept and understand the information world and to identify their own professional roles. These roles may vary according to the needs and stages of development of different countries, for not all countries are equally aware of the importance of information, and the development of specific information services has been uneven. Although information is crucial to every country's economic development and the industrial sector badly needs information for its activities, industrialists in developing countries do not have a solid base of experience as information users, a situation which often results in an information vacuum. To cope with these gaps, information professionals must learn to understand the industrial sector and to successfully fill their necessary roles as information managers, promoters, and counselors. Despite this need for information professionals, there is a lack of adequate training programs in developing countries such as Mexico and the majority of the Latin American countries, and the emphasis in existing programs is primarily on academic, rather than professional, aspects. Increased efforts are needed by both universities and professional institutions to identify the needs of the industrial sector and to define appropriate formal education programs for information professionals. Seven references and an 18-item bibliography are included. (KM)

ED 282 632 PS 016 548

Witt, Virginia, Ed.
A Children's Defense Budget: FY 1988. An Analysis of Our Nation's Investment in Children.
Children's Defense Fund, Washington, D.C.
REPORT NO.- ISBN-938008-58-7
PUB DATE- 87
NOTE- 309p.
AVAILABLE FROM- Children's Defense Fund, 122 C Street, N.W., Washington, DC 20001 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Adolescents; *Budgeting; Child Abuse; Child Neglect; *Children; Civil Rights; Day Care; Demography; Early Parenthood; Educational Policy; Family Income; *Family Programs; *Federal Legislation; *Federal Programs; Health Programs; Homeless People; Housing; Hunger; Juvenile Courts; Poverty Programs; Runaways; Youth Employment
IDENTIFIERS- *Childrens Defense Fund; Congress 99th; Project Head Start; Reagan Administration

This document provides an analysis of the federal government's funding of programs which aid children and families. The foreword begins by describing the crisis which children and families face in the U.S. and proceeds to outline a course of action to help correct the problems. Chapter 1 discusses the federal budget process and the changes in the process which have been brought about by Gramm-Rudman. Chapter 2 describes the Children's Defense Fund's Legislative Agenda for the 100th Congress. Chapter 3 covers the child-and-family-related legislation which was voted on in 1986 and the voting record of each member of Congress. Chapter 4 is a summary of chapters 5 through 16. These chapters each deal with a separate issue of concern to the CDF: health, family income, homelessness and housing, food assistance, education, youth employment, preventing adolescent pregnancy and building youth self-sufficiency, abused and neglected children and others with special needs, runaway youths and others in the juvenile justice system, child care, the Head Start Program, and civil rights. Each chapter includes an outline of the issue, an analysis of the federal government's response, the Reagan Administration's proposals for fiscal year 1988, and the CDF's legislative recommendations. The appendices include data on children, poverty, and federal programs; information about Congress; a list of child-and-family-related resource organizations; and a list of the CDF staff. (BN)

Lopes, Alicia K.; Best, Deborah L.
Physiological Reactivity and Comparison Behavior of Type A Children.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; *Elementary School Students; Grade 5; Heart Rate; Intermediate Grades; Mathematics Skills; *Peer Influence; Performance Factors; Physiology; *Self Evaluation (Individuals); Standards; Test Validity
IDENTIFIERS- Blood Pressure; Computer Games; Convergent Validation; *Type A Behavior; *Type B Behavior

A study was made to: (1) examine differences of Type A (competitive) and Type B (non-competitive) children in competitive and noncompetitive situations; (2) identify relationships between physiological and behavioral measures; (3) identify the standards Type A children adopt in evaluating their performance; and (4) assess concurrence between two measures of Type A behavior. Participants were 49 fifth-grade boys and girls. Prior to testing, teachers completed the MYTH rating scale for all subjects while subjects completed the Hunter-Wolf Self-Rating Scale, a self-report test for Type A characteristics. Subjects' height, weight, and baseline blood pressure and heart rate were recorded. The experimental task consisted of computer games, some requiring knowledge of fractions and one game ("Math Blaster") which required students to use computational and reaction time skills if they wished to attain a high score. "Math Blaster" was first played noncompetitively. Subjects later played in competition with their previous score or the fictive score of an unnamed classmate. Physiological measures were repeated three times across the testing session. Test results: (1) help to clarify the ways Type A children choose evaluation standards; (2) show lack of convergent validity for the two measures of Type A behavior; (3) find marginal support for physiological differences between Type A and B subjects; (4) find partical support for differences by type on performance measures and choice of evaluation standard; and (5) support predictions on sex and race differences. In conclusion, the Type A subjects appear to choose the performances of others as standards against which to compete; Type B children tend to choose their own previous performance. (Author/RH)

ED 282 701 RC 016 273

Bennett, Ruth, Ed.
Origin of Fire.
California State Univ.-Humboldt, Arcata. Center for Community Development.
PUB DATE- Mar 81
NOTE- 18p.; Text was told by Alice Pratt. For related documents, see RC 016 266-275.
LANGUAGE- English; Hupa
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *American Indian Culture; American Indian Education; *American Indian Literature; American Indians; Bilingual Instructional Materials; Comparative Analysis; Cultural Context; Discussion (Teaching Technique); Higher Education; *Legends; *Literary Criticism; Mythology; Narration; Native Language Instruction; *Story Grammar; Teaching Guides
IDENTIFIERS- Cultural Literacy; *Hupa; *Oral Tradition

Intended for use with college students, this booklet contains a traditional Hupa story (in Hupa and English) followed by information to aid in a critical literary analysis of the story and topics for student discussion. The introduction explains that "Origin of Fire"--first written down by P.E. Goddard in 1902 and still told by contemporary Hupas--relates how the chief divinity of the Hupa created fire. The brief story is presented in Hupa and English on facing pages which are illustrated with pen and ink drawings. Explanatory material following the story contrasts western and native story structure and social values, pointing out that native stories use visual imagery as a unifying device, do not necessarily build up to a climax, and may shift tense and point of view without warning. Discussion questions are listed and a retelling of the story maintaining its underlying syntactic sequence is suggested as a culminating activity. (JHZ)

ED 282 448 FL 016 747

Hamers, Josiane F.
The Relevance of Social Network Analysis in the Psycholinguistic Investigation of Multilingual Behavior.
PUB DATE- 87
NOTE- 13p.; In: Blanc, Michel, Ed.; Hamers, Josiane F., Ed. Theoretical and Methodological Issues in the Study of Languages/Dialects in Contact at Macro- and Micro-Logical Levels of Analysis; see FL 016 743.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Intergroup Relations; Language Processing; *Language Usage; Language Variation; *Multilingualism; *Psycholinguistics; *Research Methodology; Research Needs; *Social Networks; Social Structure; Sociocultural Patterns; *Sociolinguistics
IDENTIFIERS- *Language Contact

The literature of psycholinguistics and multilingualism is reviewed to examine the relationship between macrological social variables such as social class, and individual variables related to language behavior in a multilingual setting. The growing body of evidence assessing the link between certain social and community dimensions and specific behavior is found to be largely correlational, with little effort made to explore the process by which societal and individual variables influence each other and affect the individual's behavior. Social network investigation might bridge the gap between sociolinguistic and psycholinguistic analysis of multilingual behavior by addressing the question, "How does one become cognizant of the social structure and its link with language behavior?" (Author/MSE)

ED 282 462 HE 019 885

Sandler, Bernice R.; Hall, Roberta M.
The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- Oct 86
NOTE- 30p.; For related documents, see ED 215 628, ED 252 103 and ED 254 125.
AVAILABLE FROM- Association of American Colleges, Project on the Status and Education of Women, 1818 R Street, NW, Washington, DC 20009 ($5.00, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Change Strategies; Check Lists; *College Environment; *Females; *Graduate Students; Higher Education; *Interprofessional Relationship; Males; Self Evaluation (Groups); *Sex Bias; *Women Faculty; Workshops
IDENTIFIERS- *Women Administrators

The professional climate often experienced by women faculty and administrators is reported, along with some consideration to the experiences of graduate and professional students. Attention is focused on subtle ways in which women are treated differently and common behaviors that create a chilly professional climate. The information was obtained from a literature review, campus commission reports, and a numerous anecdotes reported during campus visits and in response to a call for information in the newsletter "On Campus With Women." Included are suggestions for change, a college self-evaluation checklist, suggestions for a campus workshop, and a list of resources. Descriptions of academic women's experiences are based on actual incidents that occurred within the last few years. Concerns include: the small number of academic women, the confusion of social and professional roles, devaluation of women, collegiality, sexuality and attractiveness, sexual harassment, humor/jokes, men and women's communication styles, minority women, and women in traditionally male fields. Almost 100 suggestions for change include the following topics: policy; search, promotion, and tenure committees; special groups of women; and professional development programs. (SW)

ED 282 518 IR 012 661

Fayen, Emily Gallup
You've Come a Long Way, Baby, but...
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; Difficulty Level; Display Systems; Higher Education; *Man Machine Systems; *Menu Driven Software; *Online Catalogs; Research Needs; *Screens (Displays); Systems Development; *Users (Information)
IDENTIFIERS- Screen Format; Software Design; *User Cordial Interface

An online library system is an example of a complex computer system in that it supports a variety of users, both patrons and staff, and is made up of many intricate programs with complex relationships among them. Certain features are essential to a user friendly system: (1) users cannot get lost in the system; (2) users cannot enter illegal commands; (3) users can choose among several simple modes of data entry; and (4) users are in control. These characteristics are exemplified by the Northwestern Online Total Information System (NOTIS), which is being installed at the University of Pennsylvania to form the heart of PennLIN, Penn's Library Information Network. Due to the complexity and multiplicity of functions of online catalogs, it has proven difficult to develop user interfaces that are adequate. Very little research has been done on the best format and content of screen displays. Preliminary findings indicate that graphic design and layout of displays are extremely important, but very few studies have focused on library applications. Opinion also varies on the use of color to enhance displays, and no definitive research results are known that support the superiority of color or monochrome displays for patron or staff use. Some conclusions based on observation and experience and questions that need research are presented, and it is concluded that although user interfaces have improved a great deal since the earliest attempts to design user-friendly systems, there is still a long way to go before online systems are truly user friendly. (MES)

ED 282 562 IR 051 928

Broadbent, Marianne; Grosser, Kerry

Special Library and Information Centre Managers: Their Continuing Professional Development. Report of a Research Study Undertaken in 1985. Occasional Paper No. 2.

Royal Melbourne Inst. of Tech. (Australia).
REPORT NO.- ISBN-0-86444-108-8
PUB DATE- 86
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Developed Nations; Financial Support; Foreign Countries; Inservice Education; Institutional Role; *Library Administration; Library Surveys; *Needs Assessment; *Professional Continuing Education; *Professional Development; *Special Libraries
IDENTIFIERS- *Australia

This report summarizes a 1985 study during which 85 special library/information center managers from Melbourne, Australia, were interviewed to ascertain their continuing professional development activities, needs, and aspirations. Major areas of investigation included the extent and nature of organizational support for continuing professional development; the formal continuing education activities and professional involvement of those interviewed; and participants' perceptions of their present and future needs for continuing professional development. The background of the study is discussed; related studies are summarized; and the methodology and data collection are detailed. Study results indicated that over 70% of the interviewees had participated in at least one workshop, conference, or seminar in the last 2 years; that organizations, not individuals, were the major providers of funds for continuing professional activities and the amounts spent were relatively low; and that the major constraints to such participation were lack of time and lack of suitable courses to attend. It is concluded that information technology and management skills are the major areas of need in continuing professional development, and that improvements must be made in meeting the needs for present and future professional development for information service professionals. The text is supplemented with 23 statistical tables, and references and a 33-item bibliography are provided. The interview schedule and cover letter are appended. (Author/KM)

ED 282 733 SE 048 156

Schafer, Rudolph J. H.
Educators and Resource Managers: A Partnership with a Future.

PUB DATE- 24 Mar 87
NOTE- 21p.; Paper presented at the Annual Meeting of the North American Wildlife and Natural Resource Conference (52nd, Quebec City, Quebec, Canada, March 24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conservation (Environment); Cooperative Planning; *Cooperative Programs; Elementary Secondary Education; Energy Conservation; Energy Education; *Environmental Education; Experiential Learning; Forestry; Interdisciplinary Approach; *Natural Resources; Quality of Life; *Resource Materials; *State Agencies; *State Departments of Education; Wildlife

This document addresses the need for educators and natural resource management personnel to work together in developing environmental education programs. The goals suggested for such programs include: (1) providing each individual with the ability to develop a lifestyle which is compatible with a healthy and productive ecosystem; and (2) encouraging responsible social behavior which is supportive of good resource management and environmental conservation, and carries with it a commitment to effective action. Several recommendations relating to basic program support are presented, along with some advice to resource management personnel about some traditional agency programs. The California Energy Education Forum guidelines are presented as an example of (1) how to produce, distribute and use school materials; and (2) programs and activities that strive to be unbiased. The development of the Western Regional Environmental Education Council (WREEC), a cooperative program of state education agencies and state resource management agencies, is described. Project Learning Tree and Project WILD, two WREEC programs being disseminated internationally, are outlined. (TW)

ED 282 401 FL 016 686

Regan, Maureen
If Forty Is Foxy and Fifty Is Nifty, How Come by Eleven We're over the Hill?
PUB DATE- 28 Oct 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Age Differences; Children; Cognitive Processes; *Educational Needs; *Educational Policy; Educational Theories; *FLES; Language Attitudes; *Learning Readiness; North Americans; Second Language Learning; *Time Factors (Learning)

Only a fraction of one percent of elementary school children in the United States are enrolled in the study of a foreign language, yet the United States must compete in a multilingual world market. American educators must reevaluate the means by which they prepare future citizens for productive living in an ever-shrinking global society. Piaget, Lenneberg, Scovel, and many other theorists believe children are linguistically "over the hill" by age 11, that is, by age 11 or 12 a child's best language-learning years may have passed. Time and attention needs to be directed toward earlier language learning, but the prevailing attitude will not change until educators build a new attitude within the language-teaching community that learning a foreign language is not only fun but also plausible within the American school system. The optimum age for beginning second language learning is between four and eight, for the child participates without inhibition in a myriad of language activities that make language meaningful. It takes a lifetime of learning to be truly proficient in another language. Rather than teach the elementary basics of language in secondary school only to find that college-level language work cannot be attained in college, the schools should make the most of the cognitive and attitudinal advantages of the elementary-school child by beginning language instruction early. (MSE)

ED 282 433 FL 016 732

Hershberger, Henry D., Comp.; Hershberger, Ruth, Comp.
Kuku-Yalanji Dictionary. Work Papers of SIL-AAB, Series B, Volume 7.
Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.
PUB DATE- Sep 86
NOTE- 301p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Adjectives; Classification; Creoles; Definitions; Dialects; Dictionaries; English; Ethnic Groups; Foreign Countries; Form Classes (Languages); *Grammar; Indigenous Populations; Language Research; Lexicography; *Morphology (Languages); Nouns; Phonology; Syntax; Uncommonly Taught Languages; Verbs; *Vocabulary
IDENTIFIERS- Aboriginal People; *Australia; *Kuku Yalanji

The Kuku-Yalanji language is spoken by 500-600 Australian Aboriginal people on the coast of southeastern Cape York and inland to Chillagoe. The dictionary is of the northern dialects of Kuku-Nyungkul, the Rossville/Shipton's Flats dialect, Kuku-Yalanji, the China Camp/Daintree dialect, and Kuku-Jalunji, the Bloomfield dialect. It has three sections: Kuku-Yalanji to English, English to Kuku-Yalanji, and a brief introduction to the Kuku-Yalanji language, including notes on its phonology, morphology, grammar, and syntax. (MSE)

Trends in Education, 1975-76 to 1995-96.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-331
PUB DATE- Mar 87
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Groups; *College Faculty; College Students; *Degrees (Academic); Elementary School Teachers; *Elementary Secondary Education; *Enrollment Trends; Females; Full Time Students; *Higher Education; High School Graduates; Males; Part Time Students; Population Trends; Private Colleges; Public Colleges; Secondary School Teachers; Student Characteristics; Two Year Colleges

Trends in higher education and elementary and secondary education for 1975-1976 and 1985-1986 and projections for 1995-1996 are reported, along with population trends for six age groups. For public elementary/secondary education, data are presented for enrollment (kindergarten through grade 8 and grades 9-12); high school graduates; elementary and secondary school classroom teachers; and elementary and secondary teachers per 1,000 students. For higher education, statistics are provided on: full-time equivalent enrollments; enrollments at public and private colleges; enrollments at two-year and four-year institutions; enrollments of male and female college students; enrollments of six adult age groups; enrollments of full-time and part-time students; the number of senior instructional staff; and the number of earned degrees for all students and for males and females by level (bachelor's, master's, doctoral, and first-professional). (SW)

ED 282 591 JC 870 216

Mancini, Marc
The Multi-Component Language Lab.
West Los Angeles Coll., Culver City, Calif.
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *Educational Technology; *Instructional Innovation; Laboratory Equipment; *Language Laboratories; *Multimedia Instruction; Program Descriptions; Second Language Instruction; *Second Language Learning; Two Year Colleges

The conventional language lab, though it motivates few students, lingers on at many institutions. While poor study habits contribute to the lab's low impact on language acquisition, an equally credible possibility is that the traditional language lab's "audio-only" technology is ill-suited to the primary cognitive styles of today's video-oriented students. With support from the Rockwell Corporation and other granting agencies, West Los Angeles College (WLAC) has created a new generation foreign language support system. The lab uses four instructional components (i.e., audio, video, computer, and tutorial) and maintains a software collection of virtually every video and computer program currently available. Students enroll for a one-unit lab course along with their five-unit language class, and are allowed to gravitate to whichever blend of the four components appeals to them most. In the first year of the lab's operation, enrollment in foreign language classes at WLAC increased 32%. Student responses to the lab reflected enthusiasm over its features, and a desire for more extended times of operation. This program description includes software recommendations and guidelines for developing a multi-media language lab. (EJV)

ED 282 604 JC 870 256

Ozaki, Roger H.
DeKalb Community College International Student Handbook.
DeKalb Community Coll., Clarkston, Ga.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; *Daily Living Skills; *Foreign Student Advisers; *Foreign Students; Orientation Materials; *School Policy; *Student Personnel Services; Student Rights; Two Year Colleges

Designed for foreign students attending DeKalb Community College (DCC), this handbook contains information about the college, its International Student Services Office, and United States Government regulations. The sections of the handbook are devoted to: (1) the functions of the International Student Services Office; (2) procedures for transfer to other colleges; (3) visas; (4) address changes; (5) passports; (6) course-load requirements; (7) traveling outside of the United States; (8) academic advising and course planning; (9) DCC's English as a Second Language program; (10) currency and banking procedures; (11) the Internal Revenue Service; (12) off-campus housing; (13) utilities and telephone service; (14) summer quarter attendance regulations; (15) local transportation; (16) drivers license and automobile insurance; (17) health insurance; and (18) public health services. (PAA)

ED 282 618 JC 870 277

Report for Florida Community Colleges: The Fact Book.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.

PUB DATE- Jun 87

NOTE- 134p.; Bulk of report is printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)

DESCRIPTORS- College Faculty; College Programs; *Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment Trends; *Expenditures; Full Time Equivalency; Governance; Intellectual Disciplines; Program Costs; Salaries; *School Personnel; State Surveys; Teacher Salaries; Two Year Colleges; *Two Year College Students; Vocational Education

IDENTIFIERS- *Florida

Intended for use by people interested in community college education in Florida, this report provides descriptive and statistical data on enrollment trends, college personnel, educational finances, and governance. The report opens with a brief historical overview of the state system from its beginnings in 1933 to the present. Next, statistical tables are presented focusing on: annual student enrollments, 1947-48 through 1985-86; opening fall enrollment by class, program, and status; full-time equivalent (FTE) enrollment by college; annual FTE enrollment by term and discipline; annual headcount enrollment by college and discipline; student acceleration information including credit by examination, advanced placement, dual enrollment and early admissions; degrees and other formal awards; vocational programs offered by college; salary ranges for instructional personnel, instructional

departmental administrators, managerial personnel, and non-instructional personnel; salaries for selected positions in the system; employee headcount by sex and race; statement of beginning balance, revenues and other receipts; statement of educational and general expenditures by general and restricted current fund; unexpended plant fund expenditures; cost per FTE; direct cost of instruction per college; and direct cost of support services per college. Appendices provide a glossary and lists of state-level administrators. (PAA)

PS

Kreppner, Kurt
Changes in the Family Interaction Patterns after the Arrival of a Second Child.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987). Some figures contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Birth Order; *Family Relationship; *Family Structure; Foreign Countries; Holistic Approach; *Infants; Interaction Process Analysis; Interpersonal Relationship; Longitudinal Studies; Parent Role; *Parents; *Preschool Children
IDENTIFIERS- Dyads

The expansion process of the family after the arrival of a second child was the focus of this longitudinal study. Sixteen families, each with one child between one and three years old and a second child born at the beginning of the study, were observed in everyday situations when one or both parents were interacting with one or both children. Videotaped interactions from seven time periods (6-8 weeks; 4-5, 8-9, 12-13, 16-17, 20-21, and 23-24 months) were split into 20-to-40-second episodes. Every episode was scored for two variables: first, "family constellation," which measured (1) number of family members present, (2) interaction modality (single, dyadic, triadic, etc.), and (3) family configuration (family members involved in a specific interaction, e.g., mother-child with father present); and second, "family dynamics," in which dyadic relationships were scored by indication of who took initiative in an episode and who was the target of this initiative. Mothers showed high frequencies of initiatives toward the second child during the first eight months and a continuing preference for the second child for the whole two-year period. During the next eight months, mothers' preoccupation with the second child declined, while children's initiatives toward the parents and frequencies of nonsocial activities increased. Fathers' initiatives toward their children reached a low point at 16 months, followed by a period in which the variation in family constellation and dynamics leveled off. (BN)

Regional Consultation Meeting on the Asia and Pacific Programme of Educational Innovation for Development (10th, Bangkok, Thailand, May 20-27, 1986). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

PUB DATE- 86
NOTE- 63p.; For the report of the 9th regional meeting, see ED 250 139.
AVAILABLE FROM- UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education, Cooperative Programs; Curriculum Development; *Developing Nations; Distance Education; *Educational Development; Educational Innovation; *Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; International Programs; Literacy Education; Nontraditional Education; *Organizational Objectives; Outreach Programs; Program Development; Program Evaluation; Reading Instruction; Relevance (Education); *Rural Development; *Rural Education
IDENTIFIERS- *Asian Programme of Educ Innovation for Development; Asia Pacific Programme of Education for All

Program accomplishments for 1982-86 and plans for 1987-91 are summarized in this report. The third cycle (1982-86) program areas discussed are: (1) universalization of education (access to education at first level by both formal and nonformal means); (2) education for promotion of scientific and technological competence and creativity; (3) education and work; (4) education and rural development; (5) educational technology with stress on mass media and low-cost instructional materials; (6) professional support services and training of educational personnel; and (7) cooperative studies, reflections and research related to educational development and future orientations. New areas suggested for expansion of APEID activities are discussed and include urban education, educational administration, programs for out-of-school youth and women, new communication and information processing technologies, distance education, and nutrition education. The final section of the report considers the mechanism of APEID, its institutional framework and modalities of action, and its complementarity with the new Asia-Pacific Programme of Education for All (APPEAL). Appendices provide the meeting agenda and a directory of participants. (JHZ)

ED 282 687 RC 016 255

Fenton, Ray; Nancarrow, Douglas
When Good Will Isn't Enough. Prejudice and Racism: Reactions to a Multicultural Unit on Alaska Native Land Claims.
PUB DATE- Feb 86
NOTE- 20p.; Paper presented at the Conference of the Western Speech Communication Association (Tucson, AZ, February 15-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alaska Natives; American Indians; Communication Skills; Cultural Education; Culture Conflict; Curriculum Development; Curriculum Evaluation; *Curriculum Problems; Grade 11; *Multicultural Education; Negative Attitudes; Program Implementation; *Racial Bias; Secondary Education; *Student Attitudes; Teacher Education; Teacher Role; Units of Study
IDENTIFIERS- Alaska; Alaska Native Claims Settlement Act 1972; Anchorage School District AK; *Land Claims; *Teacher Knowledge

Failure to take into account the need to train teachers to deal with prejudicial statements and negative racial attitudes contributed to the failure of a 2-week unit on Alaska Native Land Claims designed for inclusion in an 11th grade American Government course in the Anchorage (Alaska) School District. The unit--recommended by a parent group and supported by the superintendent and board of education--was developed jointly by a teacher expert in Alaska history and the Indian Education Program Curriculum specialist in consultation with various Alaska Native groups and curriculum committees. Evaluations of the unit showed that it met its goal of increasing student knowledge, but students' prejudiced reactions reported by teachers indicated the need for further review of the unit. The unit review showed, first, that education is not neutral and value free. Any lessons about current culture and current events which are tied to cultural differences will involve the racial attitudes that exist in the society. The probable behaviors of students must be considered and teachers must be prepared to deal with prejudicial statements. Second, a quick way to fail to integrate multicultural materials into the curriculum is to mandate that the materials be used without working closely with teachers. (JHZ)

ED 282 702 RC 016 274

Pratt, Alice; Bennett, Ruth, Ed.
Songs of a Medicine Woman. Native Language and Culture Project.
California State Univ.-Humboldt, Arcata. Center for Community Development.
PUB DATE- 81
NOTE- 18p.; For related documents, see RC 016 266-275.
LANGUAGE- Hupa; English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *American Indian Culture; *American Indian Languages; Bilingual Instructional Materials; Cultural Activities; Cultural Context; Dance; *Folk Culture; Illustrations; Music; Picture Books; Religion; *Songs
IDENTIFIERS- Ceremonies; Cultural Literacy; *Hupa; Hupa (Tribe); Oral Tradition

Traditional and contemporary Hupa songs as sung by a Hupa medicine woman in her 70's are collected in this booklet. Songs are presented in Hupa and English on facing pages that are illustrated with pen and ink drawings. The four songs are "Flower Dance Song" and "Kick Dance Song" (both for traditional religious ceremonial dances) and "The Bear Went Over the Mountain" and "Daffodil Song" (both contemporary songs). (JHZ)

ED 282 718 SE 048 141

Hammerman, Donald R.; And Others
Teaching in the Outdoors. Third Edition.
REPORT NO.- ISBN-0-8134-2306-6
PUB DATE- 85
NOTE- 196p.; For second edition, see ED 081 526.
AVAILABLE FROM- Interstate Printers & Publishers, Inc., 19 N. Jackson St., P.O. Box 50, Danville, IL 61834-0050 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Environmental Education; *Experiential Learning; Field Trips; *Interdisciplinary Approach; Mathematics Education; Mathematics Instruction; *Outdoor Education; Resident Camp Programs; Science Activities; Science Education; Science Instruction; *Secondary School Science; *Teaching Methods
IDENTIFIERS- *School Yards

Outdoor education has been a viable part of American education for the past 40 years. This book traces the development of outdoor education and is intended to address a variety of factors relating to the outdoor education programs that exist today. Chapter one, "Why Teach Outside the Classroom," contains sections which provide a rationale for the inclusion of outdoor education in the regular school curriculum. Chapter two, "Techniques of Teaching in the Outdoors," addresses the importance of the use of direct experiences and inquiry in outdoor laboratory settings, and includes several examples of teaching techniques. "Extending the School Curriculum to the Outdoors," chapter three, includes examples of learning activities in various subject areas that can be correlated with the objectives of the school curriculum. Chapter four, "Learning Experiences for Outdoor Laboratories," stresses that outdoor education can occur on the school site, and outlines several activities developed for that type of learning laboratory. Chapter five, "Resident Outdoor Education Programs," focuses on considerations related to programs involving overnight camping and the use of special resident facilities. Chapter six, "Evaluation Procedures in Outdoor Education," summarizes some ways to evaluate a program's effectiveness. The final chapter examines what research says about outdoor education. (TW)

ED 282 749 SE 048 173

Minstrell, Jim; Stimpson, Virginia C.

Instruction for Understanding: A Cognitive Process Framework. Final Report.

Mercer Island School District, WA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NIE-G-83-0059
PUB DATE- 29 Dec 86
NOTE- 50p.; Contains some blurred and small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Structures; Concept Formation; *Force; *Misconceptions; Motion; *Physics; *Schemata (Cognition); Science Education; Science Instruction; Scientific Concepts; *Secondary School Science

By studying many observations from recent research dealing with beginning physics students' conceptions about forces and motion, this investigation produced a framework within which this research can be organized. The framework summarizes the mechanisms of force invoked by students in particular situations, and it describes the features of physical situations that students believe will modify the relative sizes and forces. Finally, the framework suggests some of the ways students mediate between various forces when predicting or explaining what will happen in a given situation. Using the framework of students' ideas, the authors have attempted to interpret some of the findings of earlier conceptions research. The framework is also being used to guide development of diagnostic exercises for both paper and pencil and interview questioning. Examples of some of this work is included in this document. In addition, the framework is being used to guide instruction intended to help students differentiate and integrate their initial concepts into a more coherent mechanical theory that can be broadly applied. (TW)

ED 282 764 SE 048 190

Science Curriculum. Kindergarten through Grade Twelve.

Fitchburg State Coll., Mass. Dept. of Special Education.; Leominster School District, MA.

SPONS. AGENCY- Massachusetts State Board of Regents of Higher Education, Boston.

PUB DATE- 87

NOTE- 198p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Biology; Chemistry; Course Content; Course Descriptions; *Course Objectives; Earth Science; *Elementary School Science; Elementary Secondary Education; Physical Sciences; Process Education; *Science Curriculum; Science Education; *Science Instruction; *Science Materials; *Secondary School Science; Student Educational Objectives; Technology

IDENTIFIERS- *Leominster Public School System MA

This science curriculum guide provides a framework for science teachers of grades K-12 in the Leominster Public School System, Massachusetts. It represents the efforts of teachers and higher education faculty. An introductory section provides a philosophical statement on the nature of science and perspectives in the learning and teaching of science. Attention is directed to creating a learning environment for all, including the gifted and talented, bilingual students, and students who have learning disabilities. A general matrix identifies major objectives for science skills and processes and lists major goals in the life sciences, earth and space sciences, and physical sciences for grades K-8. The major topics, goals, objectives, and resources are specified by each grade level and are coded as to the nature of the skill addressed (introductory, reinforcement, master, or evaluative skill) and suggested method of evaluation (teacher made test, oral exam, project, or standardized test). Course descriptions are provided for offerings in grades 9-12. These include: (1) earth science; (2) animal husbandry; (3) general science; (4) biology (two levels); (5) principles of technology (two levels); (6) chemistry (two levels); (7) Harvard Project Physics; (8) honors physics (two levels); and (9) anatomy and physiology. (ML)

ED 282 371 EC 192 715

Bowe, Frank

Black Adults with Disabilities: A Statistical Report Drawn from Census Bureau Data.

President's Committee on Employment of the Handicapped, Washington, D.C.
PUB DATE- 85
NOTE- 31p.; For related documents, see EC 192 713-716.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Age Differences; *Blacks; Demography; *Disabilities; Educational Attainment; *Employment Level; Income; *Labor Force Nonparticipants; Labor Utilization; Marital Status; Occupational Clusters; Residential Patterns; Unemployment

This publication reports findings from the 1981 and 1982 Current Population Survey studies conducted by the United States Bureau of the Census regarding characteristics of the 2,280,000 noninstitutionalized disabled blacks between 16 and 64 years of age. Tables, figures, and text provide information on age distribution, educational attainment, residential patterns, marital status, labor force participation, income and economic status, and occupational categories of this population. The "typical" working-age disabled black adult is described as: 42 years of age; having a tenth-grade education; not married; not in the labor force; and had about $3,000 in income from all sources in 1980. (CB)

ED 282 386 EC 192 730

Leadership Training in Computer Technology. Resource Materials.
American Speech-Language-Hearing Association, Rockville, MD.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Mar 85
NOTE- 189p.; Project Final Report, see EC 192 731. Some material appears in both documents.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Disorders; *Computer Uses in Education; Curriculum Development; *Faculty Development; Futures (of Society); *Graduate Study; Higher Education; *Microcomputers; *Special Education; Technological Advancement

This manual contains papers written as part of a project to develop faculty leadership in the infusion of computer technology into graduate-level curricula in communication disorders. Titles and authors are (1) "Computer Technology in the Practice of Special Education: A General Introduction" (M. Budoff); (2)"Computer Technology in the Practice of Communication Sciences and Disorders" (G. Rushakoff); (3)"Microcomputer Technology and the Graduate Curriculum: How Are They Related?" (M. Budoff); (4) "Technological Change and the Future" (H. Niebuhr, Jr.); (5) "Faculty Development in Computer Technology: One University's Experience" (N. Bartel); (6) "Retooling Special Education Faculty in Computer Technology" (E. McClellan); and (7) "Identification of Issues That Need to Be Resolved When Changing Curricula to Include Computer Technology" (R. B. Mahaffey). Three papers present models of computer learning: "Computer Assisted Instruction" (G. P. Cartwright); "Technical Aspects of Computer Technology" (K. L. Watkin); and "A 'Boring' Approach to Computer Education" (L. L. Feth). Appendices include information on a workshop on leadership training in computer technology and the following papers: "The Integration of Computer Technology into the Curricula of Graduate Level Programs in Communication Sciences and Disorders: A Resource Guide"; "Student Computer Facilities: A Guide to Strategic Planning" (M. R. Chial); and "Examples of Computer Technology Infusion into Communicative Disorders Course Content" (R. B. Mahaffey). (CB)

ED 282 417 FL 016 708

de Jong, John H. A. L.
Focusing in on a Latent Trait: An Attempt at Construct Validation by Means of the Rasch Model.

PUB DATE- May 83
NOTE- 26p.; In: van Weeren, J., Ed. Practice and Problems in Language Testing 5; see FL 016 706. Small print in figures may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Grouping; Cloze Procedure; Correlation; *English (Second Language); Evaluation Criteria; Foreign Countries; Language Proficiency; *Language Tests; *Listening Comprehension; Objective Tests; Performance Factors; Second Languages; *Statistical Analysis; Testing Problems; *Test Items; *Test Validity
IDENTIFIERS- Netherlands; *Rasch Model

The Rasch model for test analysis is a latent-trait model, which specifies the relationship between observable test performance and the unobservable traits or abilities assumed under test performance. In most cases, the test constructor has no clue as to whether the latent traits postulated by the model are indeed the abilities he wants to measure. A study using an English-language

listening comprehension test for both native speakers and Dutch students of English as a second language has yielded data that may help to identify the ability that, according to Rasch test analysis, underlies the main trait measured by the test. (Author/MSE)

ED 282 533 IR 012 678

Herrmann, Eric J.
Computer Controlled Test Systems. Introduction. A Course Based on the IEEE 488 Bus.
Everett Community Coll., WA. Dept. of Electronic Engineering Technology.
PUB DATE- 86
NOTE- 212p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Testing; *Computer Science Education; Computer Software; Course Descriptions; *Course Objectives; Engineering Education; *Engineering Technicians; Higher Education; Laboratory Manuals; Learning Laboratories; Man Machine Systems; *Programing; Study Guides; *Systems Development

An introductory course in computer automated tests and measurement systems based on the International Test Instrument-Computer Interface Standard, the IEEE (Institute of Electrical and Electronics Engineers)-488, is presented in this study guide. This course is designed to: (1) introduce the electronics engineering technician to the functional aspects of IEEE-488 based systems; (2) familiarize the technician with setup requirements for such systems; (3) enable the technician to understand test programs and write rudimentary test programs based on hands-on experience; and (4) develop in the technician a working background with IEEE-488 bus compatible equipment that will enable him/her to select instruments for rudimentary test systems. The material covers three main topics--hardware characteristics, software characteristics, and interface bus characteristics. Each weekly lesson for the 10-week course includes an overview and discussion of the lesson topic and laboratory exercises. Appended materials include solutions to the laboratory exercises, an 11-page reference list and bibliography, a suggested equipment list, a list of seven suggested readings from the bibliography, and both questions and solutions for a suggested final examination for the course. (Author/MES)

ED 282 548 IR 012 697

Balian, Edward S.
Teaching Critical Thinking in the Computer-Assisted Instructional Environment.
PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the National Seminar on Successful College Teaching (11th, Orlando, FL, March 8-11, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; *Critical Thinking; Evaluation Criteria; Higher Education; *Instructional Material Evaluation; Microcomputers; Research Needs; *Teaching Methods
IDENTIFIERS- Software Evaluation

Arguing that educators may be facing their greatest challenge in decades as they seek to integrate critical thinking techniques into the computer-assisted instruction (CAI) environment, this paper discusses the crucial importance of critical thinking and explores some potential adverse effects of CAI in this area. A brief historic overview of computers in education precedes the discussion of the importance of critical thinking, and a practical checklist for use in assessing the impact of CAI on critical thinking is provided. It is concluded that the key to the computer's optimum use as an instruction tool lies solely within the practices of the informed teacher. Seventeen references are listed. (Author/MES)

ED 282 434 FL 016 733

Waters, Bruce, Comp.

An Interim Djinang Dictionary. Work Papers of SIL-AAB, Series B, Volume 9.

Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.
PUB DATE- Oct 83

NOTE- 247p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Classification; Creoles; Definitions; Dialects; Dictionaries; English; Ethnic Groups; Foreign Countries; *Form Classes (Languages); Grammar; Indigenous Populations; Language Research; *Semantics; Spelling; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- Aboriginal People; *Australia; *Djinang; Synonyms

A dictionary of Djinang, a member of the Nhangu group of Australian Aboriginal languages, consists of three parts. The first is an alphabetically-organized listing of Djinang words and contains one or more of these fields of information for each: a Djinang word or phrase, dialect information, part of speech, English meaning, Roget's Thesaurus semantic category number, an illustrative example, synonyms (including speech and dialect variants of the word), and antonyms. The other parts are two reversed dictionaries. One is a reversal organized around the English keywords, in alphabetical order. The other is organized by Roget's Thesaurus semantic category numbers, arranged in ascending numerical order. Some information about the classification of Djinang, its dialects, orthography, parts of speech and transitivity, meaning fields, and other works on Djinang are also included in the introductory section. (MSE)

ED 282 449 FL 016 748

van de Craen, Pete

Networks, Language Variation and the Relevance of Sociolinguistic Research.

PUB DATE- 87
NOTE- 23p.; In: Blanc, Michel, Ed.; Hamers, Josiane F., Ed.

Theoretical and Methodological Issues in the Study of Languages/Dialects in Contact at Macro- and Micro-Logical Levels of Analysis; see FL 016 743.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dutch; Foreign Countries; Interaction; Language Standardization; *Language Variation; Regional Dialects; *Research Methodology; *Social Networks; Sociocultural Patterns; *Sociolinguistics; Standard Spoken Usage; Uncommonly Taught Languages
IDENTIFIERS- *Belgium (Flanders); *Language Contact

A discussion of the social network concept in sociolinguistics is examined from the perspective of language variation. This perspective is taken to gain insight into the actual importance of networks in speech communities and a more thorough understanding of a sociolinguistic concept that has drawn increasing attention in recent years. First, the relevance of sociolinguistic research is examined; next, some aspects of micrological research are highlighted. Research carried out in four communities in Flanders is reported, and its findings are interpreted in light of the standardization process of Dutch and in the more general framework of the network concept. (Author/MSE)

Ammentorp, William; Chaffin, Paulette

Graduate Education in a Microcomputer Environment. New Delivery Systems for Non-Traditional Graduate Studies.

PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; *Databases; *Experiential Learning; *Graduate Study; Health Services; Higher Education; Human Services; *Information Technology; *Microcomputers; Nontraditional Education
IDENTIFIERS- Saint Marys College MN

The application of computers and information science to health and human service graduate studies at St. Mary's College is described. The programs are built on a microcomputer hardware and software base and draw on national database utilities to facilitate instructor-student communication as well as access to typical library data. The program design is based on information-related functions commonly performed by the professional health of human service manager. Each program topic is introduced by practitioner-faculty members who train students in software use by giving examples from their own experience. Students work independently or in small groups under the guidance of a preceptor to produce management analyses or plans that usually have a practical focus. Students are trained to use DIALOG and are helped in problem-solving and thesis research. Telecommunications links between remote sites and the college mainframe computer provide access to recordkeeping, budget management, and computer services. The performance of the program was measured using student evaluations, outside examiners, and graduate follow-up data. The program also shows significant cost savings when compared to traditional on-campus instruction. (SW)

ED 282 491 HE 020 318

Chickering, Arthur W.; Gamson, Zelda F.
Seven Principles for Good Practice in Undergraduate Education.
American Association for Higher Education, Washington, D.C.

SPONS. AGENCY- Education Commission of the States, Denver, Colo.
PUB DATE- Mar 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; *Educational Principles;

Expectation; Feedback; Higher Education; *Instructional Improvement; *Learning Activities; Peer Relationship; *Student Participation; Teacher Student Relationship; Time on Task; *Undergraduate Study

Seven principles that can help to improve undergraduate education are identified. Based on research on college teaching and learning, good practice in undergraduate education: (1) encourages contacts between students and faculty; (2) develops reciprocity and cooperation among students; (3) uses active learning techniques; (4) gives prompt feedback; (5) emphasizes time on task; (6) communicates high expectations; and (7) respects diverse talents and ways of learning. Examples of approaches that have been used in different kinds of college in the last few years are described. In addition, the implications of these principles for the way states fund and govern higher education and for the way institutions are run are briefly discussed. Examples of good approaches include: freshman seminars on important topics taught by senior faculty; learning groups of five to seven students who meet regularly during class to solve problems set by the instructor; active learning using structured exercises, discussions, team projects, and peer critiques, as well as internships and independent study; and mastery learning, contract learning, and computer-assisted instruction approaches, which required adequate time on learning. (SW)

ED 282 519 IR 012 662

Friend, Jamesine
Classroom Uses of the Computer: A Retrospective View with
Implications for Developing Countries. Discussion Paper.
World Bank, Washington, D. C.
REPORT NO.- EDT-10
PUB DATE- Nov 85
NOTE- 36p.; Education and Training Series.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; *Cost Effectiveness; *Courseware; *Developing Nations; Elementary Secondary Education; Higher Education; *Material Development; *Microcomputers
IDENTIFIERS- Computer Peripheral Equipment; Software Design

Although computers have been used in education for 20 years in the United States and Europe, they have not been widely used in the less developed countries of the world because the initial investment and operational costs of computers have been too high. Should advances in hardware technology continue to reduce such costs, some educational applications of computers will soon be affordable to less developed countries. In this paper, the current status of educational applications of computers is reviewed with a view toward predicting the direction of such applications in developing nations. An overview of the development and use of computers from the 1950s to the present is provided, and hardware and financial factors influencing the development of educational software are discussed, as well as classification and design principles relating to these programs. Potential problems in using computers in developing nations are described, including (1) the environment; (2) power requirements; (3) lack of human resources; (4) curriculum and pedagogy; (5) high costs of both the initial investment in computers and their operation; and (6) the developmental quality of courseware. Specific areas in which computer-assisted instruction may prove to be cost-effective for developing countries are suggested, and a glossary is included. (Author/MES)

ED 282 563   IR 051 929

Brown, James A., Jr.
2010: An Information Odyssey.
PUB DATE- Aug 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Competency Based Education; Critical Thinking; Educational Technology; Elementary Secondary Education; *Futures (of Society); Information Retrieval; *Learning Resources Centers; *Librarians; Library Role; *Media Specialists; Microcomputers; Online Systems; *School Libraries; *Technological Advancement

By 2010, when the information age and a service-oriented economy should be thriving, accessing, manipulating, and interacting with information will be the most desirable career skills. Educational reform programs designed to improve these skills through the development of competency-based education programs, instructional technology, and critical thinking skills have already had an impact on school information programs, and will greatly influence the school information center of the future. Individual learning stations, the use of online reference services and interactive databases combined with print materials, the reduction of professional manual labor tasks, and an increase in competency-based and individualized instruction will result in an expanded and vital role for information centers in enhancing the instructional process. Moreover, as available technology and instructional methods diversify, the information specialist will need to develop a systematic and continuing program of teaching information access. It is, therefore, essential that the specialist be active in curriculum development and instructional design, particularly in the area of developing and evaluating appropriate software, and develop expertise both in teaching such skills as database searching and in designing and maintaining technical services. Such planning for future change will not only help to improve the education of students but will also lead to increased professional growth. (KM)

ED 282 578 IR 051 945

Evans, John E.

Information Resources, Perspectives and Strategies for Graduate Educational Research: A Course Proposal Outline and Rationale.

PUB DATE- Sep 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Course Descriptions; *Educational Research; *Graduate Study; Higher Education; *Information Seeking; *Information Sources; *Library Instruction; Library Skills; *Research Skills; Student Research; User Needs (Information)
IDENTIFIERS- *Memphis State University TN

This paper addresses several problems relating to the use of research materials and information resources by graduate students and proposes teaching educational research skills in an introductory-level graduate research course, "Information Resources for Educational Research," to be taught by the Memphis State University (MSU) Library reference staff in fall 1986. Problems in teaching the research use of literatures are identified; goals and objectives for information use are set forth; current instruction in the use of education resources at MSU is evaluated; and the need for effective training in effective information-seeking behavior is emphasized through discussions of preliminary research on the literature use competencies of MSU graduate students and studies reported in relevant literature. In addition, the relationships of content and process are examined in relation to traditional bibliographic instruction activities, and the expectations of competencies for graduate students in educational research are enumerated. The course proposal includes the description of a diagnostic test and an outline of class presentations that would identify professional, scientific literatures and focus on literature research strategies such as concept identification, information needs, and information resources. Finally, the need for faculty and library cooperation is considered. Four references and two illustrations of a research productivity timeline are provided. (KM)

ED 282 633 PS 016 555

Freeland, Shari Haynie; Moran, James D., III
Gender Effects in Preschool Childrens' Creativity.
PUB DATE- 1 Apr 87
NOTE- 16p.; A version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
AVAILABLE FROM- James D. Moran, III, Department of Family Relations and Child Development, College of Home Economics, Oklahoma State University, Stillwater, OK 74078.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creativity; Creativity Research; *Preschool Children; Preschool Education; *Sex Differences
IDENTIFIERS- *Multidimensional Stimulus Fluency Measure

An experiment was conducted to determine if gender differences among preschool children would be found on measures of creative potential. Subjects were 58 English-speaking children, 31 boys and 27 girls, with a mean age of 57.6 months, who attended the Child Development Laboratory School at Oklahoma State University. Subjects were tested individually with the Multidimensional Stimulus Fluency Measure, which consists of three measures: (1) Task 1, naming instances of things that are red and things that are round, (2) Task 2, suggesting the kind of objects that three-dimensional, colored styrofoam shapes could represent, and (3) Task 3, naming all the alternate uses of paper and a box. Conflicting with the findings of previous studies, results did not support the expectation that preschool boys would demonstrate more original responses on the measures than girls. No significant gender differences were found in analyses of popular or original responses to the creativity measures. It is concluded that it is not clear why the expected results did not materialize. The fact that girls had a higher mean score than boys on the patterns task was considered especially puzzling. (RH)

ED 282 647 PS 016 624

Domain, Deborah A.
Developing and Implementing a Language Program for Preschoolers of Diverse Cultural Backgrounds with a Multicultural Approach.
PUB DATE- 86
NOTE- 202p.; Practicum Report, Nova University. Several pages of workshop material presented in the appendices are written in both English and Spanish; some Spanish pages have blurred type.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Auditory Perception; Black Youth; Comprehension; Cultural Differences; *Disadvantaged Youth; *Hispanic Americans; *Language Skills; Learning Activities; *Multicultural Education; One Parent Family; Parent Participation; *Preschool Children; Preschool Education; Questionnaires; Spanish Speaking; Teacher Attitudes; Workshops
IDENTIFIERS- Illinois (Chicago); Positive Attitudes

A teacher at the Von Humboldt Child Parent Center, a unit of the Chicago, Illinois, public schools located in the largely Hispanic Humboldt Park area, implemented a practicum designed to improve disadvantaged Black and Hispanic preschool children's language and auditory skills in a nonbilingual learning environment. To carry out the project, 10 multicultural workshops were conducted for children, their teachers, and (mostly single) parents. It was expected that the intervention would result in: (1) an increase in teachers' positive attitudes about teaching language and auditory skills to preschool children from diverse cultural backgrounds; (2) acquisition, by parents, of new teaching methods and improved understanding of the importance of teaching supportive home readiness skills; (3) improved language and auditory skills among participating preschool children; and (4) preschool children's increased understanding of the value of diversity, cultural difference, and ethnic pluralism. The practicum was evaluated by comparisons of pre- and post-tests administered to children, parents, and teachers. Children showed significant gains on their measures. Parents gained a new understanding of the importance of cooperation between home and school. Teachers' attitudes about teaching language and multicultural education became more positive. Related materials, such as tests, questionnaires, workshop agendas and handouts, and a list of children's books about different cultures, are provided in 22 appendices. (Author/RH)

ED 282 734 SE 048 157

Ruehrwein, Dick
Everglades National Park Including Biscayne National Park. Activity Book.
PUB DATE- 85
NOTE- 36p.
AVAILABLE FROM- Creative Company, 3623 Hanley Road, Cincinnati, OH 45247 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Ecology; Elementary Education; *Elementary School Science; *Environmental Education; Games; *Marine Education; Natural Resources; *Parks; *Science Activities; Science Education; *Science Instruction; Water Resources; Wildlife
IDENTIFIERS- *Everglades

Intended to help elementary school children learn about the resources of the Everglades and Biscayne National Parks, this activity book includes information, puzzles, games, and quizzes. The booklet deals with concepts related to: (1) the seasons; (2) fire ecology; (3) water; (4) fish; (5) mammals; (6) mosquitos; (7) birds; (8) venomous snakes; (9) endangered species; (10) mangrove habitats; (11) pineland habitats; (12) sawgrass habitats; (13) coral reefs; and (14) adaptation. Included is an answer page which provides the solutions to the individual questions and puzzles. (TW)

ED 282 372 EC 192 716

Bowe, Frank
Disabled Adults of Hispanic Origin: A Statistical Report Drawn from Census Bureau Data.
President's Committee on Employment of the Handicapped, Washington, D.C.
PUB DATE- 85
NOTE- 31p.; For related documents, see EC 192 713-715.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Age Differences; Demography; *Disabilities; Educational Attainment; *Employment Level; *Hispanic Americans; Income; *Labor Force Nonparticipants; Labor Utilization; Marital Status; Occupational Clusters; Residential Patterns; Unemployment

This publication reports findings from the 1981 and 1982 Current Population Survey studies conducted by the United States Bureau of the Census regarding the characteristics of the 702,000 noninstitutionalized disabled Hispanics between 16 and 64 years of age. Tables, figures, and text provide information on age distribution, educational attainment, residential patterns, marital status, labor force participation, income and economic status, and occupational categories of this population. The "typical" working-age disabled Hispanic adult is described as: 40 years of age; has a ninth-grade education; married; not in the labor force; and has about $3,700 in income from all sources in 1980. (CB)

ED 282 402 FL 016 687

Lemke, J. L.
Talking Science: Content, Conflict, and Semantics.
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Concept Formation; Course Content; Discourse Analysis; English for Academic Purposes; *English for Science and Technology; Equal Education; Intellectual Disciplines; *Language Styles; *Sciences; Semantics; *Semiotics; Social Values; Sociolinguistics; *Specialization

One of the greatest obstacles to mastery of science and other analytical genres in school is excessive curricular emphasis on reading and hearing those genres without practice at speaking and writing them. In science, the curriculum tends to insure that only students with privileged social and linguistic backgrounds master the genre structures through which the thematic-semantic content of the subject is taught. Value conflicts between social groups and between technical elites and lay communities underlie the resistance of many students to mastering academic modes of discourse. To equalize educational opportunity between social groups, genre structures, content, and thematic formations should be explicitly analyzed and taught in each academic discipline. (Author/MSE)

ED 282 418 FL 016 709

Samson, Digna M. M.
Rasch and Reading
PUB DATE- May 83
NOTE- 8p.; In: van Weeren, J., Ed. Practice and Problems in Language Testing 5; see FL 016 706. Small print in figures may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English (Second Language); Foreign Countries; *Language Tests; *Multiple Choice Tests; *Reading Comprehension; Reading Skills; Reading Tests; Second Languages; Standardized Tests; *Statistical Analysis; Test Format; Testing Problems; *Test Items; *Test Validity
IDENTIFIERS- Netherlands; *Rasch Model

The traditional multiple-choice reading comprehension test of English as a second language, used in the Dutch school-leaving examinations, has been criticized for its apparent lack of construct validity. The Dutch National Institute for Educational Measurement has conducted a number of studies to determine whether there is a different skill involved in answering multiple-choice questions compared to that used in summarizing the same reading passages. The results suggest that differential responses to the different test item types is more a function of the difficulty of the test item type than of the students' skills. However, the summary-type item appeared to measure skills more accurately, especially with higher-ability students. Further research on the use of the summary-type item is planned. (MSE)

ED 282 463 HE 019 984

Slaughter, John B.
Innovation and Tradition in Higher Education.
Illinois Univ., Chicago.
PUB DATE- 17 Oct 85
NOTE- 19p.; David D. Henry Lecture at the University of Illinois (10th, Chicago, IL, October 17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; Educational Change; *Educational Objectives; Federal Aid; Financial Support; *Government School Relationship; Graduate Study; *Higher Education; Institutional Mission; Population Trends; *Research Universities; *School Business Relationship; Undergraduate Study

Challenges facing higher education that require both a reassertion of traditional educational values and innovative approaches to special opportunities are considered. It is suggested that research universities find ways to reestablish the traditional ties across disciplines, to ensure that research in all disciplines contributes to educational excellence and the public good. An education that emphasizes the ability to think, evaluate, and understand ethical and social issues is needed by students. Universities, and expecially research universities, must accept some of the responsibility for the current crises in precollege education since they train the teachers and set standards. Fulfilling the educational mission of turning out civic-minded, well-rounded students should be the domain of both undergraduate and graduate programs. Other issues facing research universities include: problems linked to defense-related research and industry partnerships that provide financial support; the orientation of these partnerships toward short-term results with immediate applications; and long-term research commitments made on the basis of federal funding. The changing demographics of higher education are also addressed. (SW)

ED 282 506 HE 020 421

Alternatives for Testing Maryland College Students.
Maryland State Board for Higher Education, Annapolis.
PUB DATE- Dec 84
NOTE- 10p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Aptitude Tests; Basic Skills; Cognitive Tests; *College Students; *Educational Assessment; *Educational Testing; Higher Education; Intellectual Disciplines; Knowledge Level; Majors (Students); Predictive Measurement; *State Colleges; State Programs; Student Evaluation
IDENTIFIERS- *AAHE Assessment Forum; *Maryland

Alternatives for testing the achievement of college students in Maryland are reviewed by committee members appointed by the State Board for Higher Education and Maryland's public institutions of higher education. The achievement testing alternatives would be a means of assessing institutional effectiveness; all entail the use of tests currently in existence. Four types of achievement tests traditionally given to students are: tests of basic skills, tests of general cognitive development, tests of subject matter mastery in specific fields of study, and tests for helping to predict future performance in graduate or professional school. The only widely used, nationally normed instruments for assessing subject matter achievement are the subject area versions of the Graduate Record Examination. General issues that should be carefully considered in developing an achievement testing program are identified: student motivation to perform well, testing for individual assessment, selecting a sample of students instead of requiring all students to be tested, and testing transfer students. Two testing approaches that seem to have advantages over other alternatives are briefly discussed: a single test for all public institutions and campus-designed testing programs. (SW)

ED 282 592 JC 870 219

Mulrooney, Virginia F.
The Master Plan Revisited.
Los Angeles Community Coll. District, Calif.
PUB DATE- 2 Jun 87
NOTE- 20p.; Paper presented to the Chancellor's Cabinet.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Educational Change; Evaluation Criteria; *Evaluation Methods; *Governance; *Institutional Mission; *Master Plans; State School District Relationship; State Standards; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

The State of California, as it seeks to revise the Master Plan for Higher Education, is grappling with circumstances similar to those underpinning the revision of the United States' original Articles of Confederation. The delegates to the 1787 Constitutional Convention had to identify the task before them; determine how the country would be governed; how it would be financed; and how the government would be evaluated. In determining the task of the community colleges, the members of the Committee for the Review of the Master Plan have decided to restrict the community colleges' mission, indicating that access to all shall be maintained; access "shall" be to transfer, vocational, assessment, counseling, and placement programs; access "should" be to remedial, transitional, and English literacy programs; and access "may" include community service. In dealing with the issue of governance, the Philadelphia delegates constructed a compromise based on federalism, which could provide an appropriate model for the determination of state and local governance responsibilities for the colleges. The colleges can also learn from the delegates' combination of elective and appointive approaches to evaluation and apply similar mechanisms to modify the use of accreditation and minimum standards as evaluation criteria. A summary of the report of the Joint Committee of the Legislature for Review of the Master Plan for Higher Education is appended. (EJV)

Parsons, Michael H.
"...Running Twice As Fast...": A Charrette Response to the Changing Mission of the Community College.
PUB DATE- 25 Apr 87
NOTE- 17p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (67th, Dallas, TX, April 22-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Community Colleges; *Institutional Mission; Long Range Planning; *Participative Decision Making; Program Descriptions; School Community Relationship; Two Year Colleges
IDENTIFIERS- *Charrettes; *Hagerstown Junior College MD

An overview is provided of Hagerstown Junior College's (HJC's) efforts to redefine and redirect the college's mission. First, introductory material places HJC's mission development project within the context of other leadership challenges for the 1990's. Next, a strategic planning process focusing on mission redefinition is explained, highlighting the following elements: (1) the use of a situation analysis wheel to blend elements of mission with aspects of future orientation and daily decision-making techniques; (2) the use of gap analysis to compare the action agenda with the operational plan of the college as a means of increasing acceptance within the campus community and insuring reliability; and (3) the formation of an educational charrette of community members to react to the action agenda, synthesize reactions into a series of recommendations, and integrate the recommendations into the college's action plan. The next sections focus on an innovation model involving two phases: idea generation and the determination of technical feasibility. The action strategies proposed by the planning charrette are appended. (EJV)

ED 282 662 PS 016 641

Kreppner, Kurt
Patterns of Early Family Socialization and the Development of Verbal Skills: A Longitudinal Approach.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987). Some figures contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Characteristics; *Intelligence; Intelligence Tests; Interaction Process Analysis; Longitudinal Studies; *Parent Influence; *Socialization; *Verbal Development; *Young Children

Early socialization within the family and its differential effects on the development of verbal intelligence skills were the subjects of this longitudinal study. Fifteen families with one child between one and three years old and a second child born at the beginning of the investigation took part in a longitudinal study covering a seven-year period. All families were observed in their homes for a two-year period after the arrival of a second child. When the second children were five and seven years old, intelligence tests were administered to them. Four families whose children obtained verbal IQ (VIQ) scores higher than 125 were contrasted with four families having children with a score under 110. Log-linear analyses of cross-classified frequencies of family socialization characteristics revealed differences in early socialization practices between the two groups of families. The mothers in the low VIQ group exhibited more situation control toward their second children. In contrast, children in the high VIQ group displayed a more independent goal orientation when turning toward their mothers than did children in the low group. The fathers in the high group seemed to participate more in socialization activities than fathers in the low group. Finally, the high group displayed a more balanced course of parental socialization activity over time than did the low group. (BN)

ED 282 703 RC 016 275

Bennett, Ruth; And Others
He Is Dug Up.
California State Univ.-Humboldt, Arcata. Center for Community Development.
PUB DATE- 81
NOTE- 150p.; For related documents, see RC 016 266-274.
LANGUAGE- Hupa; English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Historical Materials (060) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *American Indian Culture; *American Indian Languages; Bilingual Instructional Materials; *Language Maintenance; *Legends; Mythology; *Narration; Native Language Instruction; Picture Books; Social Values
IDENTIFIERS- Cultural Literacy; *Hupa; Hupa (Tribe); *Oral Tradition
The life of a primary mythical character of the Hupa culture unfolds in this story, which was translated from a version told by an 82-year-old Hupa. The introduction summarizes the story plot explaining that the hero of the story is born under strange circumstances (dug up by a girl who ignores the warning not to dig potatoes with two leaves) and deserted by all except his grandmother, but possesses spiritual powers that enable him to acquire wealth and therefore to marry and have high social status. The story is presented in Hupa and English on facing pages that are illustrated with pen and ink drawings and borders of Indian geometric designs. (JHZ)

Watt, Shirley L., Ed.; And Others
Wind, Water, Fire, and Earth. Energy Lessons for the Physical Sciences.
National Science Teachers Association, Washington, D.C.
REPORT NO.- ISBN-0-87355-046-3
PUB DATE- 86
NOTE- 126p.
AVAILABLE FROM- National Science Teachers Association, 1742 Connecticut Ave., NW, Washington, DC 20009 ($9.00; 10 or more, 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alternative Energy Sources; Appropriate Technology; Depleted Resources; *Energy Education; *Environmental Education; Interdisciplinary Approach; Natural Resources; *Physical Sciences; *Science Activities; Science and Society; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Water Resources
IDENTIFIERS- *Project for an Energy Enriched Curriculum

The current energy situation in the United States is a web of complicated and related elements. This document attempts to address some of these variables in presenting interdisciplinary energy lessons taken from instructional packets previously developed by the Project for an Energy-Enriched Curriculum (PEEC). The 19 physical science lessons include background information, teaching suggestions, student handouts and activities. Each lesson also contains the objectives of the lesson, target audience, a suggested time allotment, and sources for more information. Lesson topics include the following: (1) the laws of thermodynamics; (2) nuclear power; (3) energy resources and technologies; (4) biomass conversion processes; (5) synfuels produced from coal; (6) automobile engines; (7) new inventions and improvements; (8) energy quality; (9) appropriate technologies; (10) the greenhouse effect; (11) global temperature changes and possible effects; and (12) the use of water in coal and oil shale production, and in thermoelectric power plants. The activities are intended to be infused into existing courses in chemistry, physics, and geology. (TW)

ED 282 750

SE 048 174

Romberg, Thomas A.; And Others
1986 Annual Report to the Ford Foundation: The Urban Mathematics Collaborative Project. Program Report 87-4.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- 87-4
PUB DATE- Mar 87
NOTE- 247p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Mathematics; College School Cooperation; Cooperative Programs; Higher Education; High Schools; Inner City; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; *Professional Development; *School Business Relationship; Secondary School Mathematics; *Urban Areas
IDENTIFIERS- *Ford Foundation

In 1984, the Ford Foundation initiated the Urban Mathematics Collaborative (UMC) project to contribute to the improvement of mathematics education in inner-city schools, and more generally, to enhance the professional life of teachers. By 1986, the Ford Foundation had funded collaboratives in 11 urban areas. This document describes the overall UMC project, as well as the Technical Assistance Project (TAP) designed to serve as a source of information for the collaborative projects. In addition, project descriptions for the collaboratives in Cleveland, Ohio; Durham, North Carolina; Los Angeles, California; Memphis, Tennessee; New Orleans, Louisiana; Philadelphia, Pennsylvania; Pittsburgh, Pennsylvania; St. Louis, Missouri; San Diego, California; San Francisco, California; and the Twin Cities project of Minneapolis-St. Paul, Minnesota, are provided. In each of the cities, the UMC project supports collaboration among groups of mathematicians from high schools, higher education institutions, and industries, and encourages the entry of teachers into a larger mathematics community. The appendices include the summary reports submitted by the 11 mathematics collaboratives and by TAP. (TW)

ED 282 765 SE 048 191

Time Spent on Mathematics Instruction and Homework by Japanese and U.S. 13-Year-Old-Students. OERI Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; *Comparative Education; Foreign Countries; *Homework; International Educational Exchange; International Programs; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Mathematics Tests; Secondary Education; *Secondary School Mathematics; *Time Factors (Learning); Time Management; Tutoring
IDENTIFIERS- *Japan; *Second International Mathematics Study

The Second International Mathematics Study compared 13-year-old students from 20 countries in five mathematics content areas. Japanese students ranked first in all five areas. This report compares Japan and the United States on three factors potentially related to student performance on mathematics tests. These include: (1) time spent on mathematics instruction in the classroom; (2) time spent on mathematics homework; and (3) time spent on mathematics tutoring. The data are represented in figures comparing Japanese and United States test responses. Possible test biases are discussed because of the low response rate of the United States sample. (ML)

ED 282 387 EC 192 731

Leadership Training in Computer Technology. Final Report.
American Speech-Language-Hearing Association, Rockville, MD.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Oct 85
NOTE- 112p.; For resource materials developed by this project, see EC 192 730. Some materials appears in both documents.
GRANT- G008301083
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assistive Devices (for Disabled); *Communication Disorders; Computer Assisted Instruction; *Computer Uses in Education; Educational Diagnosis; *Faculty Development; *Graduate Study; Higher Education; *Microcomputers; Special Education; Teacher Workshops; *Workshops

This report describes a project designed to promote infusion of computer technology into graduate-level curricula in communication disorders (Here often called "Communication Sciences and Disorders"). The Leadership Project's major goal was to improve the training of doctoral level faculty, administrators, and researchers in the uses of microcomputers by planning, conducting, and evaluating workshops; developing materials; and disseminating information for the faculty and other personnel. The five-phase workshops established a common knowledge base among participants, provided information on the implications of computer technology, addressed problems of change in computer technology, considered fundamental issues for incorporating computer technology into curricula, and provided exemplars of solutions to issues raised in the workshops. This report briefly discusses workshop objectives and format. An infusion guide, for facilitating the infusion of computer technology into the graduate level curricula in communication disorders, is presented. The workshops received generally positive evaluations, and participants have established a network to promote awareness of activity in other programs. Two papers, "Faculty Development in Computer Technology: One University's Experience" (N. Bartel) and "Technological Change and the Future" (H. Niebuhr, Jr.), are included in the appendices as well as a list of workshop participants and a workshop agenda. (CB)

ED 282 534 IR 012 679

McDevitt, Marsha Jean
Computer Graphics Orientation and Training in a Corporate/Production Environment.
PUB DATE- 86
NOTE- 88p.; Master's Thesis, Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Animation; *Computer Graphics; Computer Software; Coordinators; *Employees; *Industrial Training; *Models; Orientation; *Production Techniques; Workshops
IDENTIFIERS- *Educational Coordinators

This master's thesis provides an overview of a computer graphics production environment and proposes a realistic approach to orientation and on-going training for employees working within a fast-paced production schedule. Problems involved in meeting the training needs of employees are briefly discussed in the first chapter, while the second focuses on the stages in computer animation production, including client contact, design, data generation, motion definition, color and lighting, calculation, recording, and client communication. In the third chapter, the levels of training required are defined for participants in the production process--clients, sales representatives, production coordinators, designers, animation staff, and hardware and software staff. Current training practices in six computer animation production companies are outlined and compared in the fourth chapter, and the fifth describes the personal experiences of an educational coordinator within a computer animation production company, including introductory workshops, production workshops, group viewing and discussion of work in progress, and leased software instruction. A structure for the orientation and training of corporate support staff, production staff, and clients, is proposed in the sixth chapter, and the final chapter presents a summary of the employee's responsibilities in computer animation, incentives for employees to continue attending training, and the responsibilities of the educational coordinator. Four references are listed. (MES)

ED 282 549 IR 012 698

Dillaway, Manson P.

Teaching for the Future with Algorithms, Learning Modules, and Microcomputers: An Accounting Example.

PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accounting; *Algorithms; Business Administration Education; Computer Assisted Instruction; Higher Education; *Learning Modules; *Microcomputers; Student Attitudes; *Teaching Methods

The illustrative method of teaching employed in most undergraduate accounting courses is becoming increasingly burdensome to professors and students due to the rapid proliferation of accounting and auditing professional standards and the increased complexity of the tax law. This teaching method may be near the breaking point in upper division courses in the accounting curriculum. Not only does this condition prevent professors and students from reaching teaching or learning goals, it also prevents many capable students from considering accounting as their major or minor curriculum choice. A shift in teaching approach away from examples and toward explicit algorithms would enable the current quantity of material to be maintained with less burden placed on all participants. The algorithmic teaching approach is readily adaptable to accounting courses, particularly when the latter have been broken into specific learning modules. Microcomputers may be used to simplify the teaching and learning process by allowing students to explore complex accounting and taxation algorithms even before the components of the algorithms are fully understood. Discovery learning techniques, in which students derive their own algorithms, are also facilitated by microcomputers. Some examples of an algorithm-based learning module approach in an undergraduate taxation course are provided as well as a list of 14 references.

(Author/MES)

ED 282 675 RC 016 197

Gabioud, Catherine; And Others
Interculturalism: From the Idea to Teaching Practice and from Practice to Theory. The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DESC/EGT-(85)42
PUB DATE- 87
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Acculturation; Cultural Differences; Cultural Interrelationships; Cultural Pluralism; Culture; *Curriculum Development; Educational Policy; Educational Practices; Educational Theories; Elementary Secondary Education; Foreign Countries; *Immigrants; *Intercultural Communication; *Migrant Children; *Multicultural Education; Preschool Education; Teacher Education; *Theory Practice Relationship
IDENTIFIERS- Council of Europe (France); *Switzerland

In addition to a summary of conference proceedings, this document presents background information on the promotion of intercultural education in Europe. Part I introduces Switzerland as a society combining several cultures and nationalities, noting the large presence of foreigners--14.6% of the total population as of December 1985 and 20% of the school population. Part I concludes that meeting the needs of pupils in such a diverse culture calls for confrontation and dialogue between the host countries and the countries of origin in a multinational context, like that of the Council of Europe. Part II defines culture and the role of the Council of Europe in promoting interculturalism. Part III outlines the work of the Joint Italo-Swiss Group including their sponsorship of a competition inviting teachers to submit studies and practical experiments in the field of intercultural education. Main features of the 40 papers submitted are highlighted. Part IV summarizes the proceedings of a 4-day meeting to explore educational theory and practice with regard to intercultural education attended by about 80 people. Appendices contain the conference agenda, directory of participants, and a bibliography of 10 entries concerning migrants in Swiss schools. (JHZ)

ED 282 688   RC 016 259

Bennett, Ruth
Integration of Bilingual Emphasis Program into University Curriculum Multiple Subjects Credential Program: Hupa, Yurok, Karuk, or Tolow Emphasis.
California State Univ.-Humboldt, Arcata. Center for Community Development.
PUB DATE- Mar 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *American Indian Languages; American Indians; Bilingual Education; Bilingual Teachers; *Cultural Background; *Degree Requirements; Higher Education; Native Language Instruction; Student Teaching; Teacher Certification; Teacher Education; *Teacher Education Programs; Tribes
IDENTIFIERS- California; *Humboldt State University CA; Hupa; Karuk; Tolowa; Yurok

A description of the American Indian Bilingual Teacher Credential Program offered by Humboldt State University (California) provides background information on the linguistic groups served by the program. Accompanying the program descriptions are lists of lower and upper division requirements, descriptions of competency exam, program schedule, course descriptions, and student and fieldwork information and evaluation forms. The linguistic groups served include four tribes of northwestern California and southern Oregon--Hupa, Yurok, Karuk, and Tolowa. A map locates traditional tribal lands; charts provide recent population data and list public schools in the area with language of instruction and student population. Descriptions of ancestral languages and cultural characteristics emphasize basic similarities and differences of importance to education. A follow-up of 2 program graduates and data on 10 persons who have been in the program are included. (LFL)

ED 282 735 SE 048 158

Rockel, Edward
Heating with Solid Fuels. A Unit of Instruction.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.; Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
REPORT NO.- EG-1040
PUB DATE- Nov 82
NOTE- 156p.; For other guides in the series, see SE 048 161 and SE 048 164.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Appliance Repair; Career Guidance; Chimneys; *Fuels; *Heating; Occupational Safety and Health; Safety Education; Science Education; Secondary Education; *Secondary School Science; Technical Education; *Units of Study; *Vocational Education

Designed for use in industrial education programs at the secondary school level, this unit focuses on residential space heating although applications can be made to commercial settings. Wood heat is emphasized but coal-fired appliances and other energy sources are considered. Educational objectives with instructional strategies are provided for each of the eight major concepts addressed. These concept areas include: (1) fuels; (2) solid fuel heating appliance design; (3) chimneys and flues; (4) safety regulations; (5) solid fuel appliance installation; (6) heating system management and maintenance; (7) occupations; and (8) environmental considerations. A basic competency profile chart and checklist is provided for the addressed skill areas. The bibliographic section contains sources of publications, media, and 20 transparency masters. (ML)

ED 282 435 FL 016 734

Sandefur, John R.
Papers on Kriol: The Writing System and a Resource Guide. Work Papers of SIL-AAB, Series B, Volume 10.
Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.

PUB DATE- Apr 84
NOTE- 154p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Alphabets; *Creoles; Cultural Context; Descriptive Linguistics; Ethnic Groups; Evaluation Criteria; Foreign Countries; Indigenous Populations; Information Sources; Language Research; Language Variation; Morphophonemics; *Orthographic Symbols;

Punctuation; *Spelling; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- Aboriginal People; *Australia; *Kriol

Three articles on the orthography of Australian Aboriginal Kriol include: "Aspects of Developing a Writing System with Particular Reference to the Revision of the Kriol Orthography"; "A Guide to the Kriol Writing System"; and "A Resource Guide to Kriol." In the first two papers, issues of dealing with orthography in a language such as Kriol are discussed, the basis on which orthographic decisions have been made is explained, and questions still to be dealt with are presented. Issues include accommodating the continuum between light and heavy Kriol and the fact that it is an English-based creole spoken in an Aboriginal culture. The third paper describes available materials in and about Kriol. (MSE)

ED 282 450 FL 016 749

Edwards, Viv
Language Choice and Communicative Intent in a British Black Community.
PUB DATE- 87
NOTE- 14p.; In: Blanc, Michel, Ed.; Hamers, Josiane F., Ed. Theoretical and Methodological Issues in the Study of Languages/Dialects in Contact at Macro- and Micro-Logical Levels of Analysis; see FL 016 743.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Code Switching (Language); *Creoles; Cultural Context; Diachronic Linguistics; Dialects; Foreign Countries; Immigrants; *Language Patterns; *Language Usage; *Linguistic Performance; Sociocultural Patterns; Uncommonly Taught Languages; Young Adults

IDENTIFIERS- *Great Britain; *Jamaicans; Language Contact; West Indians

Current patterns of Patois (introduced by West Indian Creoles) as used by young Jamaicans in England is presented. Forty-five British-born individuals, aged 16 to 23, whose parents were Jamaican immigrants, participated in a study structured to elicit a wide range of speech patterns. Subjects differed greatly in educational background and in social network relations. Clear differences emerged in formal and informal situations in the length of utterance, the symmetry of exchanges, and the number of interruptions. Five distinct language choice patterns were found. The language behavior of British Blacks varies considerably between individuals and in different situations, and a situational hierarchy exists that allows prediction of the likelihood of a speaker using Patois. There was also evidence that in certain situations, either Patois or English was the marked, or expected choice, with use of the unmarked language signifying clear rejection of a role or status associated with the marked language. The greatest obstacle to the identification of language choice patterns was the lack of objective criteria for labeling a situation as either "Patois" or "English." (MSE)

Ammentorp, William; Chaffin, Paulette
Training Knowledge Workers: A New Perspective on Graduate Education.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Development; *Adult Students; Databases; Educational Change; *Education Work Relationship; Experiential Learning; *Graduate Study; Health Services; Higher Education; Human Services; *Information Technology; Intellectual Disciplines; Models; Nontraditional Education

A non-traditional approach to professional training at the graduate level is described. Studies of professional practice are referenced to identify educational requirements for health and human service practitioners. Using a knowledge worker perspective, these requirements are translated into a professional education/learning environment in which the knowledge base of a given field interacts with the technology of practice. Examples from on-going non-traditional programs in health and human service administration and telecommunications management are used to illustrate the education/learning design. Special emphasis is given to the interaction of training and practice and the role of the professional knowledge base in career development. The use of information science technology as the core for a training delivery system is advocated. The results of research on the adult learner indicate that undergraduate models are insufficient guides to program design for the professional adult student. Models that may be promising are based on adult development and/or those that visualize the adult learner as a knowledge worker. (SW)

ED 282 492 HE 020 319

Bers, Trudy H.
Evaluating Remedial Education Programs. AIR Professional File.
Association for Institutional Research.
PUB DATE- 87
NOTE- 9p.; Bibliography may not reproduce well due to small print.
AVAILABLE FROM- Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306-3038.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Basic Skills; *College Programs; *Developmental Studies Programs; Educational Testing; *Evaluation Criteria; Financial Support; Higher Education; Institutional Research; *Program Evaluation; *Remedial Programs; Student Placement

The special nature of remedial programs and the variance in definitions, components, purposes, and structures are discussed to help institutional researchers design program evaluations. The term "remedial program" is used to refer to any combination of courses, support services, testing, placement practices, and institutional policies that are designed specifically for students who fail to meet standards in reading, writing, computation, or other skills deemed essential for success in college-level work at any given institution. Attention is directed to the following components that differentiate among programs: program objectives, credit and grades, modes of instruction, timing and duration of remedial education activities in a student's college studies, and the status and characteristics of remedial faculty and staff. The following five types of evaluation criteria are considered: input or efforts (resources), performance (results or outcomes), adequacy of performance, efficiency, and process. Additional topics include: the classification of students for remedial programs, testing and placement, and organization and funding for remedial programs. Appended is an outline for designing remedial education programs. (SW)

Leavitt, Midge
Starting School: Happy Beginnings.
New Brunswick Dept. of Education, Fredericton. Student Services Branch.
PUB DATE- Apr 87
NOTE- 13p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Early Childhood Education; *Early Experience; *Parent Role; *School Readiness; *Young Children
IDENTIFIERS- Foreign Countries; New Brunswick

Briefly described are certain childhood attitudes, abilities, and experiences likely to help children succeed in school. Parents are advised that children will have a better school experience if they are familiar with the school building, the bus route, and their teacher; if they know other children attending their school; if they have good self-help skills; if they are familiar with tools used in classrooms; if they have a healthy appetite for books; if they have seen people writing and have been able to try writing in play situations; if they have some experience with helping out at home; and if they have had plenty of time to play. (RH)

ED 282 373 EC 192 717

Kashima, Kathleen; And Others
Media-Directed Parent Training. Symposium--Parent Training: Models and Evaluation of Outcome.
PUB DATE- May 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (110th, Denver, CO, May 25-29, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Behavior Modification; Elementary Education; Instructional Materials; *Moderate Mental Retardation; *Parent Education; Parent Materials; Parent Student Relationship; Preschool Education; *Self Care Skills; *Severe Mental Retardation; Teaching Methods; Videotape Cassettes
IDENTIFIERS- Behavioral Vignettes Test

In a search for effect dissemination methods for parent training programs, a videocassette program was developed as an alternative to traditional, professionally led programs to train parents in teaching self-help skills to their developmentally disabled children. Effectiveness of the videocassette approach was tested when 55 families in Los Angeles County with a moderately to severely developmentally disabled child (mean age 5.9) were randomly assigned to one of three conditions: (1) live training by a professional who used a variety of methods such as lectures, group exercises, and brief videotaped vignettes; (2) video training facilitated by agency staff who had no prior experience with the curriculum content; and (3) a delayed training control group. In both training approaches, four sessions covered the following topics: (1) identifying a self-help skill to teach; (2) teaching techniques (e.g., task analysis, backward chaining); (3) using rewards; and (4) troubleshooting problems. Compared to parents in the traditional leader-directed group, parents in the video program had equal attendance, participation, and understanding; demonstrated equal mastery of behavioral principles on the 20-item Behavioral Vignettes Test; and gave equally high evaluations of the program. (JW)

ED 282 403 FL 016 692

Patrie, James
Code-Switching between Non-Genetically Related Languages: The Case of English and Japanese.

PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the International Conference on Language Teaching and Learning of the Japan Association of Language Teachers (Seirei Gakuen, Hamamatsu, Japan, November 22-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; *Code Switching (Language); Comparative Analysis; Contrastive Linguistics; Data Collection; Discourse Analysis; *English; Interlanguage; *Japanese; Language Classification; Language Processing; *Language Research; Research Methodology; *Second Language Learning

In linguistic analysis of the speech act, the data used to support theoretical conclusions are too often comprised of semantically isolated utterances of the ideal speaker-hearer. In reality, one of the most revealing kinds of data is imperfect data, where the functioning language processes are often unmasked. The study of first language acquisition uses it to look at language learning as an evolutionary process. The study of speech errors, the field of historical linguistics, and second language instruction also rely heavily on imperfect speech data and the successive approximations to the ideal that language learners make. Unfortunately, the study of second language learning has generally treated bilingual code-switching as malformed or substandard data when it could benefit from closer examination of the rules or constraints operative in code-switching, especially between unrelated languages. (MSE)

ED 282 464 HE 020 108

Information Digest, University System of Georgia, 1985-1986. Second Edition.

University System of Georgia, Atlanta.

PUB DATE- Mar 86
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *College Students; Degrees (Academic); *Educational Facilities; *Educational Finance; *Enrollment Trends; Expenditures; Higher Education; Income; *Multicampus Colleges; Research; Student Characteristics; Student Costs; Teacher Characteristics

Statistical data and summary information concerning the University System of Georgia for 1985-1986 are presented. Data are provided on students, academic programs, faculty and staff, finance, facilities, and research and service. Information is included on: headcount and full-time equivalent (FTE) enrollment; enrollment by class, ethnic group, gender, part-time/full-time status, high school graduation and birth rates; geographic origin of students, student financial aid, admissions standards; quarter credit hours generated by division; certificates and degrees conferred by discipline and level; number of library additions and holdings; full-time faculty by instructional rank; tenure status of full-time faculty; demographic characteristics of full-time faculty; revenues and expenditures for current operations and plant; educational and general revenues and expenditures; cost per FTE student by function; student costs; buildings and land holdings; student housing capacity; classroom use for selected hours; institutes and centers; contracts and grants received by type of college; and continuing education activities. A brief history of the university system and general information are included, along with a list of system publications. (SW)

ED 282 520 IR 012 663

The Computer Fraud and Abuse Act of 1986. Hearing before the Committee on the Judiciary, United States Senate, Ninety-Ninth Congress, Second Session on S.2281, a Bill To Amend Title 18, United States Code, To Provide Additional Penalties for Fraud and Related Activities in Connection with Access Devices and Computers, and for Other Purposes.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-99-863
PUB DATE- 16 Apr 86
NOTE- 52p.; Serial No. J-99-96. Document contains small, broken type.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; *Computers; *Crime; Disclosure; *Federal Legislation; Fines (Penalties); Hearings; Privacy
IDENTIFIERS- Computer Security; Congress 99th; Information Value

The proposed legislation--S. 2281--would amend federal laws to provide additional penalties for fraud and related activities in connection with access devices and computers. The complete text of the bill and proceedings of the hearing are included in this report. Statements and materials submitted by the following committee members and witnesses are provided: (1) Senator Paul Simon; (2) Senator Strom Thurmond, Chairman; (3) Senator Jeremiah Denton; (4) Senator Paul S. Trible; (5) Victoria Toensing, Deputy Assistant Attorney General, Criminal Division, U.S. Department of Justice; (6) Joseph Tompkins, attorney, Sidley & Austin, Washington, D.C.; and (7) John J. Sponski, group executive officer, Sovran Financial Corporation, Richmond, Virginia. (MES)

ED 282 564 IR 051 930

Parrish, Nancy B.

The Effect of a Booklist on the Circulation of Fiction Books Which Have Not Been Borrowed from a Public Library in Four Years or Longer.

PUB DATE- Jun 86
NOTE- 30p.; Master's Project, University of North Carolina at Greensboro.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Analysis of Variance; *Bibliographies; *Fiction; Information Dissemination; *Library Circulation; Public Libraries; Questionnaires; *Reading Material Selection; Users (Information)
IDENTIFIERS- *Selection Tools

To test the strength of a booklist as a selection aid, an experimental/control group research design was used in the Lexington Library of the Davidson County (North Carolina) Public Library System to measure the effect of a booklist on the circulation of a group of fiction books that had not been checked out from the library in 4 years or longer. Out of a random sample of 70 titles, 35 were listed on an unannotated booklist printed on brightly colored paper and entitled "Fiction for Winter Reading," and 35 control copies were not advertised in any manner. Both experimental and control group books were shelved in their usual locations throughout the course of the 8-week study. A total of 891 booklists were distributed using three different methods, and any library user who checked out one of the booklist titles was asked to complete a brief questionnaire designed to determine whether the booklist was used to aid selection and how the booklist was obtained. An analysis of variance revealed that books in the experimental group circulated significantly more than their counterparts in the control group, leading to the conclusion that booklists are an effective selection aid. Nine references, a summary of questionnaire responses, and a copy of the booklist are provided. (Author/KM)

ED 282 579 IR 051 946

Intergovernmental Council for the General Information Programme. Final Report of a Session (6th, Paris, France, November 17-21, 1986).

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

REPORT NO.- PGI-86/CONF.202/Col.14; PGI-86/COUNCIL VI/7
PUB DATE- 20 Feb 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Archives; *Documentation; Financial Support; International Cooperation; International Organizations; *International Programs; *Libraries; Policy Formation; Program Development; *Program Evaluation
IDENTIFIERS- *General Information Programme; *Information Management

An introduction lists the council members and observers present at the meeting, and a summary is provided of the following meeting business: (1) opening of the session by the director-general, Amadou-Mahtar M'Bow; (2) election of the bureau; (3) adoption of the agenda; (4) examination of the General Information Programme's current activities in the light of the council's recommendations at its fifth session; (5) examination of the preliminary draft outline of the General Information Programme for 1988-89; (6) proposals for action in seeking voluntary contributions within the framework of the intergovernmental council for the General Information Programme; (7) examination of proposed amendments to the rules of procedure; (8) miscellaneous business; (9) duties of the bureau until the seventh session of the council; (10) date and venue of the seventh session; (11) adoption of the recommendations; (12) adoption of the report; and (13) closure of the session. Three appendices include the agenda, the opening speech of the director-general, and a listing of the participants. (KM)

ED 282 606 JC 870 258

Pedersen, Robert
The Forest Park Junior College Center: Maryland's First Public Junior College.
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- College Administration; College Faculty; Curriculum Problems; *Educational History; Financial Problems; *Institutional Characteristics; *Institutional Survival; *School Closing; School Support; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Forest Park Junior College Center MD

An overview is provided of the 29-month (February 1934 to June 1936) history of Maryland's first public junior college, the Forest Park Junior College Center (FPJCC). First, the paper describes two previous attempts to establish a public junior college in Maryland, explaining how mayoral opposition blocked both efforts. The next section of the paper looks at the establishment of the FPJCC, pointing out that the self-interest of Johns Hopkins University (JHU) graduate students and the involvement of Martin Hihn, the Baltimore school district's Director of Adult Education, led to the center's opening and initial success, but also diminished its subsequent prospects. The enthusiastic reception given to the FPJCC is highlighted next, focusing on the unanticipated administrative problems caused by the unexpectedly large size of the center's charter class and the factors which made the large opening enrollment all but certain. The next sections profile the FPJCC faculty, which was made up of former faculty, doctoral candidates, and recent graduates from JHU; explain the influences on the center's curriculum, which favored the study of language, history, sciences, and mathematics; consider the administrative structure and governance model of the center; and describe the FPJCC's extracurricular activities. Finally, the paper explains forces leading to the closing of the center, including bureaucratic indecision and red tape, funding uncertainties, and curriculum problems. (EJV)

Sell, Marie A.

The Development of Apologies and Restitutions in Elementary-Aged Children's Repair Attempts.

PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Elementary Education; *Elementary School Students; *Females; Grade 1; Grade 4; Grade 7;

*Interpersonal Competence; *Performance Factors
IDENTIFIERS- *Apologies; *Developmental Patterns

Apologies and restitutions in the repair attempts of 50 first-, fourth-, and seventh-grade, middle-class, rural girls were investigated to determine what children know about their social environment during a period of social growth and how that knowledge develops. Repair attempts, such as apologies and restitutions, occur when a rule or social convention is violated and a speaker must account for the violation. It was found that first graders used significantly more single apologies than fourth or seventh graders, regardless of whether the violation was serious or less serious or whether the victim was the child's mother or best friend. Fourth-graders used single restitutions, and seventh graders used restitutions in combination with other components of attempts to repair. The severity level of the violation affected the content of the seventh graders' repairs. It is concluded that the data show a link between two models of social explanations: Schadler and Ayers-Nachamkin's (1983) model of the precursors of excuse-making, which states that young children use apologies regardless of the particular events of a violation, and Schlenker and Darby's (1981) finding that adults' repair attempts depend on the intent and consequence of a violation. Repairs described in this study reveal development from precursors to adult patterns of repairs. (Author/RH)

ED 282 648 PS 016 625

Schnobrich, Janice
Homework as a Means of Parental Involvement in the Primary Grades of an Inner-City School.
PUB DATE- 86
NOTE- 106p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use

(055)
DESCRIPTORS- *Elementary School Students; *Grading; Guidelines; *Homework; Inner City; Kindergarten Children; Learning Activities; *Parent Participation; Primary Education; *Report Cards; School Policy; *Urban Schools; Workshops
IDENTIFIERS- *Illinois (Chicago)

To remedy the problem of an ineffective homework policy, a Follow Through kindergarten teacher at the George Howland elementary school in Chicago, Illinois, implemented a practicum designed to increase parent involvement with the school. The program designed for the practicum included: (1) regular homework assignments, (2) grading of homework by teachers, (3) recording of grades on a homework report card, and (4) homework workshops for parents of kindergarten children and primary grade students. Workshop sessions were designed to help parents assist their children with homework activities on a daily basis throughout the school year. Consequently, homework became a highlighted daily event. Parents produced "A Homework Manual for Parents of Primary Children" which included outlines of 25 home learning activities for dissemination to other parents. The evaluation of the practicum indicated that definite changes occurred in the homework patterns of the primary school children as their parents became involved in helping with home learning activities. Although parents were enthusiastic about the workshops, attendance did not rise steadily during the series. Concluding remarks offer recommendations for replicating the practicum. Related materials, such as parent and teacher questionnaires on homework policy, and the homework manual and report card, are appended. (RH)

ED 282 704 RC 016 276

Bennett, Ruth, Ed.; And Others
Karuk Vocabulary.
California State Univ.-Humboldt, Arcata. Center for Community Development.
PUB DATE- 83
NOTE- 34p.; For related documents, see RC 016 277-282.
LANGUAGE- Karuk; English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *American Indian Culture; *American Indian Education; *American Indian Languages; American Indians; *Basic Vocabulary; Bilingual Instructional Materials; Elementary Secondary Education; Illustrations; Language Maintenance; *Native Language Instruction; Phonemic Alphabets; Word Lists
IDENTIFIERS- California; *Cultural Literacy; *Karuk; Karuk (Tribe); UNIFON Alphabet

A vocabulary list provides commonly-used words in the language of the Karuk Indians of northwestern California. Illustrations, handlettered Karuk terms, and English equivalents comprise entries for each of the 156 terms; space is also provided to practice writing each Karuk word. Topics covered include numbers, parts of the body, animals and birds, clothing, food, family members, utensils and baskets, leaves, etc. (LFL)

ED 282 766 SE 048 192

Peek, Robin

How to Use Current Medical Literature and APA Format Style.

Portland Community Coll., Oreg.
PUB DATE- Feb 87
NOTE- 16p.; A product of the Learning Resource Center.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Access to Information; Citation Indexes; College Science; Higher Education; Indexes; *Information Retrieval; *Information Seeking; *Medical Education; Science Education; Science Materials; *Search Strategies
IDENTIFIERS- *American Psychological Association; *Medical Information Systems

Directives and guidance in obtaining current medical literature are provided in this publication with special emphasis given to locating material in the Portland, Oregon area. The uses and types of periodical indexes are identified and periodical index citation examples are indicated. Explanations are offered on: (1) how to conduct an effective index search; (2) tips on search techniques; (3) locating periodicals; (4) evaluating the quality of information; and (5) using the American Psychological Association (APA) format. Examples of citations employing the APA format are included. (ML)

ED 282 419 FL 016 710

van Roosmalen, Willem M. M.
Objective Based Tests for Reading Comprehension.
PUB DATE- May 83
NOTE- 6p.; In: van Weeren, J., Ed. Practice and Problems in Language Testing 5; see FL 016 706. Small print in figures may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Grouping; Difficulty Level; Foreign Countries; Item Banks; *Language Tests; Multiple Choice Tests; Objective Tests; *Reading Comprehension; Reading Tests; Secondary Education; Test Construction; *Test Format; Testing Problems; *Test Validity
IDENTIFIERS- *Netherlands; *Rasch Model

The construction of objective tests for native language reading comprehension is described. The tests were designed for the early secondary school years in several kinds of schools, vocational and non-vocational. The description focuses on the use of the Rasch model in test development, to develop a large pool of homogenous items and establish item difficulty. Each item consists of a passage or text with a maximum of 250 words and one multiple-choice question with four alternative answers. (MSE)

Hollander, T. Edward
College Outcomes Evaluation Program.
New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- 17 May 85
NOTE- 27p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; *College Students; Critical Thinking; *Educational Assessment; *Educational Testing; Education Work Relationship; Higher Education; Knowledge Level; *Outcomes of Education; Problem Solving; School Effectiveness; *Student Evaluation; Test Results
IDENTIFIERS- *AAHE Assessment Forum; *New Jersey

Guidelines and implementation options for a program to evaluate the outcomes of collegiate education in New Jersey are discussed. A good program must seek to: (1) maintain public confidence; (2) nuture institutional autonomy and individual diversity; and (3) stimulate educational excellence. College outcomes that the program should cover are: student performance as a measure of individual achievement and as an institutional outcome; community-based institutional outcomes; and society-wide institutional outcomes. In addition, information systems may need to be redesigned to report the results of outcomes assessments in ways that can enhance learning and improve programs, the college environment, and institutional performance. Appended is a staff memorandum excerpt that addresses the following topics: course examinations and comprehensive examinations in the major field of study, including the issues of what can be accurately measured through normal testing and the dangers of testing what can be readily measured; assessment of academic proficiencies at the sophomore level; teaching and evaluation of critical thinking and problem-solving skills; assessment of students' progress toward a degree; assessment of postgraduation activity; and reporting on student performance. Also appended is a resolution of the State Board of Higher Education's actions concerning the college outcomes evaluation program. (SW)

ED 282 550 IR 012 699

Quevedo-Procel, Jose

Technical Entrepreneurship and Technological Progress in Developing Countries.

PUB DATE- Nov 85

NOTE- 29p.; Paper presented at the International Seminar "Institutional Linkages in Technological Development" (Sao Paolo, Brazil, November 25-28, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Context; *Developing Nations; *Economic Climate; Economic Opportunities; *Entrepreneurship; Foreign Countries; *Public Agencies; Research and Development; Small Businesses; *Technological Advancement; Technology Transfer

IDENTIFIERS- *Mexico

This paper describes the Mexican economic environment in terms of general economic conditions from the 1940s to the present, the role of science and technology in industrial progress, and the promotion and support of small companies. The technical entrepreneur is identified as the missing link that would play an important part in the technological and industrial progress of developing countries. The background and motivations of such entrepreneurs are discussed, and restraints on entrepreneurship such as financing and location are considered. The entrepreneurial environment, particularly the relationships between entrepreneurship and development, culture, and values are also discussed. INFOTEC--a Mexican government-owned institute providing various services to industry--is described, its role as a catalyst for the entrepreneurial process is analyzed, and five areas of INFOTEC activities are listed: (1) provision of technological information; (2) identification of potential sellers of technology; (3) assistance to entrepreneurs in identifying needs and business opportunities; (4) identification of potential users for available technology; and (5) providing the essential meeting grounds and brokerage between sellers and buyers. The bibliography lists 16 references. (MES)

ED 282 620 PS 016 452

Bell, Gregory E.
Developmental Differences in Preschoolers' Comprehension of Wh-Questions.
PUB DATE- 83
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Comprehension; *Individual Differences; *Pictorial Stimuli; *Preschool Children; Preschool Education; *Questioning Techniques
IDENTIFIERS- *Wh Questions

This study was designed to investigate preschoolers' comprehension of five types of "wh-questions": who, what, why, where, and when. Eighty urban, black, 3- to 5-year-old preschool children were divided into four age groups: early 3's, late 3's, early 4's, and late 4's, with 10 boys and 10 girls in each group. Subjects were presented with a black and white drawing of an event in progress and were asked a "wh-question" about the event. Two sets of pictorial stimuli were used. The first, Single Option Stimulus, was designed so that only the information needed to answer one "wh-question" was presented. The second, the Multiple Option Stimulus, was constructed in such a way that more than one type of "wh-question" could be answered. Responses were scored as either correct or incorrect. An analysis of variance supported the hypothesis that there are developmental differences in children's ability to comprehend "wh-questions." The results of the Tukey post-hoc test reveal a significant age by wh-word type interaction: 3-year-olds responded correctly less frequently than 4-year-olds when responding to who, what, and why questions. No differences were found for where and when questions, which appeared to be too difficult for all four age groups. The results suggest that those who are being trained to interact with 3-to-4-year-old children (e.g., parents, preschool teachers) should be aware of the developmental limitations to various types of questions posed and should be trained as to how to most effectively question various age groups. (Author/BN)

ED 282 663 PS 016 642

Schiamberg, Lawrence B.; Chin, Chong-Hee
The Influence of Family on Educational and Occupational Achievement of Adolescents in Rural Low-Income Areas: An Ecological Perspective.
PUB DATE- 23 Apr 87
NOTE- 48p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987). Table 2 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Need; *Adolescents; Ecology; Elementary School Students; Elementary Secondary Education; *Employment Level; *Family Influence; Longitudinal Studies; *Low Income; Mothers; Path Analysis; Predictor Variables; Research Methodology; *Rural Areas; Sex Differences; Young Adults

Focusing on the family as a context for the development of life plans by youth, this report summarizes findings of a 14-year longitudinal study on the educational and occupational life plans and achievement of youth in rural low-income areas in six southeastern states. Specific attention is given to (1) how parental educational and occupational status predicts the educational and occupational achievement of their children, (2) how parental values and child rearing practices differ according to family background or socioeconomic status, and (3) how parenting behaviors influence children's self-concept, mental ability, and academic and achievement motivation. The original study began in 1969, when a total of 1,202 fifth- and sixth-graders and their mothers were questioned about social origins, early socialization influences, and early socialized outcomes. In 1975, a total of 945 of the children were reinterviewed when they were high school juniors and seniors. In 1978, a group of 544 of the original sample were interviewed as young adults. Finally, in 1983, a small subsample was identified for detailed interviews. Findings indicate the extent to which the family makes significant contributions to the attainment of youths' educational and occupational goals. It is concluded that findings support the need for educators to involve

the family in school learning activities, including science education. (RH)

ED 282 720 SE 048 143

Reynolds, Terry S., Comp.; And Others
The Machine in the University: Sample Course Syllabi for the History of Technology and Technology Studies. Second Edition.
Lehigh Univ., Bethlehem, Pa.; Society for the History of Techology.
PUB DATE- Mar 87
NOTE- 242p.; For first edition see ED 243 669. No longer in print; available only in microfiche from EDRS.
AVAILABLE FROM- Science, Technology and Society Program, 327 Maginnes Hall #9, Lehigh Univ., Bethlehem, PA 18015 ($7.95 includes mailing).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Science; Controversial Issues (Course Content); Course Content; *Course Descriptions; Course Objectives; Course Organization; Higher Education; *Science and Society; Science Curriculum; Science Education; *Science History; Technological Advancement; *Technological Literacy

Provided are 23 course syllabi representing a broad range of courses taught in the fields of history of technology and technological studies. The collection falls into two major categories. The first section outlines courses dealing primarily with the history of technology, including courses dealing with the history of technology in a Western or world context, specifically an American context, and in various topical contexts. (Examples of these topics are flight, invention and innovation, and women in technology.) The second section is concerned with contemporary technological studies. It contains courses which introduce students to the area of science and technology studies, courses designed to provide "technological literacy" to liberal arts students, and courses focusing on specific topics in modern technology (such as gender, the environment, the impact of television, and nuclear proliferation). Each syllabus contains: (1) a statement of course goals; (2) subjects covered; (3) required and/or suggested readings; and (4) study and examination questions. The appendix includes a list of over 100 additional courses, each of which is briefly annotated. (TW)

ED 282 751 SE 048 175

Collins, Angelo
A Description of the Strategic Knowledge of Experts Solving Transmission Genetics Problems.
PUB DATE- 24 Apr 87
NOTE- 41p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *College Science; Computer Assisted Instruction; Computer Simulation; Computer Uses in Education; Educational Technology; *Genetics; Higher Education; *Problem Solving; Science Education; *Science Instruction; Scientists; Secondary Education; *Secondary School Science
IDENTIFIERS- *Science Education Research

Descriptions of the problem-solving strategies of experts solving realistic, computer-generated transmission genetics problems are presented in this paper and implications for instruction are discussed. Seven experts were involved in the study. All of the experts had a doctoral degree and experience in both teaching and doing research in genetics. Two types of data were available for analysis and for the description of the strategic knowledge that was used by the experts. These were the transcripts of the think aloud protocols and the computer printouts of the sequence of crosses for each genetics problem. Tables are provided which summarize the experts' strategies. Implications for instruction in solving genetics problems are reviewed in the areas of: (1) the utility of the model used for the study of problem solving; (2) the content knowledge of expert problem solvers; (3) clear and explicit information on use of computer-generated problems; and (4) what strategic knowledge to teach and when and how to teach it. A flowchart of the solution path used by experts to solve genetics problems is also included. (ML)

Kappel, Bruce
Making A Difference: What Communities Can Do To Prevent Mental Handicap and Promote Lives of Quality. Volume I: Planning for Change.
National Inst. on Mental Retardation, Toronto (Ontario).
REPORT NO.- ISBN-0-92012-14-4
PUB DATE- 86
NOTE- 25p.; For Volumes II-V, see EC 192 733-736.
AVAILABLE FROM- National Institute on Mental Retardation Publications, Kinsmen NIMR Building, 4700 Keele St., Downsview, Ontario, Canada M3J 1P3 ($20.00 for the set of 5 plus $2.00 for postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Community Planning; *Community Role; Delivery Systems; Etiology; Foreign Countries; *Mental Retardation; Policy Formation; *Prevention; *Quality of Life
IDENTIFIERS- *Canada; Phenylketonuria

The first of five volumes on the means by which Canadian communities can reduce the incidence of mental retardation, minimize existing impairment, and improve the quality of life of the mentally retarded, this booklet provides an overview of the types of conditions leading to mental handicap and what can be done to prevent or ameliorate those conditions. The approach is based on a four-level prevention model which distinguishes between impairment, disability, handicap, and the feedback role of the environment. After an introduction, there are sections dealing with the following specific topics and examples: known causes of mental handicap (fetal alcohol syndrome, child abuse); causes of handicapping circumstances (failure to diagnose mental handicap); the reality versus the label (a case study); recommendations for change (better antenatal and perinatal health records, frequent home visits to newborns); universal barriers to change (service delivery discontinuities); gaps and problems in Canada's existing system (need for better genetic counseling); causes for optimism--opportunities in Canada (better public understanding of mental handicaps); individual responsibility; and proof that changes can be made (the phenylketonuria story). (DB)

Hudson, Joyce, Ed.; Pym, N., Ed.
Language Survey. Work Papers of SIL-AAB, Series B, Volume 11.
Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.
PUB DATE- Jun 84
NOTE- 183p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; Community Surveys; Creoles; Descriptive Linguistics; *Dialects; Ethnic Groups; Foreign Countries; Indigenous Populations; *Language Attitudes; Language Research; *Language Usage; Language Variation; *Mutual Intelligibility; Regional Characteristics; Sociolinguistics; Surveys; Uncommonly Taught Languages
IDENTIFIERS- *Aboriginal People; *Australia

Reports on three surveys of Australian Aboriginal language use, undertaken to determine the language groups' needs for translation and literacy projects, are presented. "Communicability of Some Western Desert Communilects" by K. C. Hansen evaluates mutual intelligibility between languages and dialects in that region, and addresses the complicating factor of bilingualism: how much of the intelligibility is due to linguistic similarity and how much to contact between language groups. "Report on Survey of the Central Northern Territory" by David Glasgow describes a more general linguistic survey to determine the locations and numbers of speakers of several language groups and to answer some preliminary questions about language usage. "Observations on Language Change at Hope Vale" by Noreen Pym reports on a sociolinguistic survey that looked at a single community and addressed questions of language usage: who speaks what, to whom, and in what circumstances, and how people feel about their traditional languages. (MSE)

ED 282 479 HE 020 225

Corlett, Donna; Schendel, Ruby

Basic Skills Across the Disciplines at the University Level: Reading, Language Arts, and Reference Skills.

PUB DATE- Feb 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Basic Skills; Grade Point Average; Higher Education; *Language Skills; *Library Skills; *Predictor Variables; *Reading Skills; Writing Skills

The relationship of traditional and nontraditional variables to grades achieved by University of Portland (Oregon) students in five different majors (business, liberal arts, education, nursing, and engineering) was studied. Traditional variables were: the college major; freshman writing class grade; California Aptitude Test (CAT) scores in reading, language arts, and reference; gender; and race. Nontraditional variables were: high school attended, employment, community/church activities, athletics, citizenship, preferred language, parent education, and high school activities. Eighty-nine freshmen completed the CAT, Form D, and the Student Descriptive Surveys. The criterion was the fall 1986 grade point average (GPA). Multiple regression analysis indicated that traditional variables are better than nontraditional variables as predictors of academic achievement among the study group, at least for GPA, a short term measure. Nontraditional variables may prove more effective for academic achievement in long-term prediction of academic achievement and/or persistence. The best predictor of GPA was the grade received in the freshman writing class. Basic skills did not differ significantly among students in five different majors.

(Author/SW)

ED 282 535 IR 012 682

Education and the New Technologies. Report of the WCOTP Asian and South Pacific Regional Conference (10th, Seoul, South Korea, August 7-13, 1985).
World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).
PUB DATE- 85
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developing Nations; *Educational Objectives; *Educational Technology; Elementary Secondary Education; Employment; *Equal Education; Higher Education; Leisure Time; *Science and Society; Sex Discrimination; *Teacher Associations; Teacher Role; Teaching Skills; Technology Transfer
IDENTIFIERS- Asia; South Pacific

This report on the 1985 Asian and South Pacific Regional Conference of the World Confederation of Organizations of the Teaching Profession (WCOTP) presents the full text of three addresses presented during the opening ceremony, as well as four major presentations by invited speakers and three addresses from the closing ceremony. A day of discussion was devoted to each of the themes presented by the invited speakers, and rapporteurs for each day formed a committee to produce a final recommendation. The four theme presentations were: (1) "Changes in the Nature of Work and Leisure: Their Effects on the Goals of Education" (L. H. Horace Perera, Switzerland); (2) "Technology in Teaching and Learning: Changes in the Role of the Teacher and in the Skills Required by Teachers" (Se-Ho Shin, South Korea); (3) "Technology and the Status of Women: New Challenges for Education" (Edna Tait, New Zealand);

and (4) "Effects on the Goals and Activities of Teacher Organisations" (Edna Tait, New Zealand; Kiyoo Nakakoji, Japan; and Shin-Bok Kim, South Korea). Resolutions on the theme of the conference are presented in the final chapter, and five appendices contain the conference program, a questionnaire on the theme, points for discussion based on responses to the questionnaire, four non-theme resolutions, and a list of participants. (MES)

ED 282 593 JC 870 220

Johnson, Colton

The Vassar Summer Program for Community College Students.

PUB DATE- 22 Apr 87
NOTE- 14p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (67th, Dallas, TX, April 22-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *College Environment; *College Transfer Students; Community Colleges; Higher Education; *Intercollegiate Cooperation; Private Colleges; Program Descriptions; Residential Institutions; *Summer Programs; Team Teaching; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Vassar College NY

In 1985, Vassar College initiated a summer program to introduce two-year college students to the educational experience of a school such as Vassar with the rationale that such exposure would improve transfer rates to four-year residential colleges. The program's initial goals were to: (1) identify community college students who, judging by their aptitude and interest, could complete a bachelor's degree, but whose backgrounds contained no experience of such educational settings; (2) develop up to five liberal arts courses, which would be team-taught by faculty from Vassar and the community colleges, would meet the curricular credit requirements of both schools, and would make academic demands equivalent to those of regular Vassar courses; (3) develop adequate support services including peer counseling; (4) develop funding to cover students' attendance costs; and (5) test the program's effectiveness in order to encourage replication in other settings. The program enrolled 26 community college students during the first summer and 31 during the second. All but one student completed the program. Overall grade point averages among the group were higher than those of regular Vassar enrollees, and follow-up analysis suggested that all program participants were attending or planning to attend a four-year institution. (PAA)

ED 282 689 RC 016 260

Bennett, Ruth; And Others
Bilingual Education: Bilingual/Cross-Cultural Emphasis. Indian Legends and Felt Board Cut-Out Characters. Readings and Activities for Pre-School and Early Elementary School Classrooms.
California State Univ.-Humboldt, Arcata. Center for Community Development.
PUB DATE- 81
NOTE- 120p.; Some pages are marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; American Indian Education; *American Indian Literature; *Animals; Childrens Literature; *Creative Activities; Cultural Education; Early Childhood Education; *Legends; *Manipulative Materials; Reading Aloud to Others; Reading Materials; *Story Telling; Tribes
IDENTIFIERS- California (Northwest); Cultural Literacy; *Flannel Boards; Hupa (Tribe); Karuk (Tribe); Oral Tradition; Tlingit (Tribe); Yurok (Tribe)

Designed for use in preschool and early elementary school classrooms, this collection of eight American Indian legends provides patterns for making feltboard cutouts of their characters and props to be used in story telling activities. Seven of the legends originate with the Hupa, Karuk, or Yurok Indians of northwestern California and one is from the Tlingit of the Pacific Northwest. Each legend is followed by patterns for its characters and props which include rabbits, blue jays, frogs, woodpeckers, eagles, squirrels, Indian maidens, foxes, coyotes, pine trees, tree stumps, camp fires, baskets, stars, and moons. The feltboard pieces can be made by students or made by the teacher and used in student performances. Pattern pieces have a simple outline with few internal details and an average size of 7 inches for the longer dimension. The legend titles are "Coyote and Crow," "Coyote and the Wren," "Coyote and the Stars," "Coyote and the Fox," "Coyote and Frog," "The Lonesome Little Pine Tree," "Deer and the Blue Jay,"

and "Blue Stone Man". A final section gives patterns for 25 additional mammals of the northwest. (JHZ)

ED 282 736 SE 048 159

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement 29, 1987.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

PUB DATE- Mar 87

NOTE- 166p.; Prepared by the Environmental Quality Instructional Reference Center. Document contains small type.

AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription, $12.00; $5.00 each).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Audiovisual Aids; Citizen Participation; Environmental Education; Hazardous Materials; Indexes; Information Dissemination; Instructional Materials; Pesticides; Postsecondary Education; Sludge; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Procedures are outlined by which instructors and curriculum developers in the water quality control field can locate instructional materials to meet general or highly specific requirements of their programs. Also included are an author and subject index. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS supplements 1-28. (ML)

ED 282 420 FL 016 711

Lindblad, Torsten
The Swedish System of Final Examinations in Modern Foreign Languages.
PUB DATE- May 83
NOTE- 15p.; In: van Weeren, J., Ed. Practice and Problems in Language Testing 5; see FL 016 706. Small print in figures may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English (Second Language); Foreign Countries; French; German; Language Skills; *Language Tests; Modern Languages; Reading Tests; Secondary Education; Second Languages; *Standardized Tests; Test Construction; *Test Format; *Testing Problems; *Testing Programs; Test Items

IDENTIFIERS- *Comprehensive Examinations; *Sweden

The system of standardized second language tests administered to Swedish junior and senior high school students is described. The tests are used to give teachers an idea of the performance levels of their entire classes, not individual students, for comparison with national norms. They are administered more than a year before the students leave the school. The tests described are for English, the first foreign language of Swedish students, and French and German. Their objectives, construction, administration, content, and format are described. Samples of some test items are presented, and statistical results of some test segments are noted. Problems encountered with the tests and new testing ideas are also discussed. (MSE)

ED 282 451 FL 016 750

de Metsenaere, Machteld
The Essence of Language Is History: A Theoretical Introduction to the Connection between Social Relations and Language Relations in 19th Century Brussels.
PUB DATE- 87
NOTE- 16p.; In: Blanc, Michel, Ed.; Hamers, Josiane F., Ed. Theoretical and Methodological Issues in the Study of Languages/Dialects in Contact at Macro- and Micro-Logical Levels of Analysis; see FL 016 743.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Demography; *European History; Foreign Countries; *Intergroup Relations; *Language Attitudes; *Language Patterns; *Language Role; Language Usage; Social Characteristics; Social Class; Sociocultural Patterns; Socioeconomic Status
IDENTIFIERS- *Belgium (Brussels); *Language Contact; Nineteenth Century History

An examination of language use in 19th century Brussels seeks to explain how and why a link between language and social class came into operation. Hypotheses relating the social characteristics (material circumstances and consciousness) of social classes and segments of social classes to various resulting language patterns are proposed. This approach addresses the socialization function of language, whereby language becomes an instrument for the advancement of social and cultural unity and serves the interests of a given class or group in its struggle for cultural and political hegemony. In this context, language is found to acquire a role in the creation of a situation of dominance, in the penetration of bourgeois society by a system of values, convictions, and attitudes that perpetuated bourgeois order. A powerful ideology of language thus led to an improved social control. The analysis looks at the situations of the working class, the "petite bourgeoisie," the bourgeoisie, and the intelligentsia and their interrelations as manifested in and determined by language usage. (MSE)

ED 282 493 HE 020 320

Moore, Bernice
A Longitudinal/Panel Study of Persisting and Nonpersisting Rural Minority College Students. Part I: Freshman Uninterrupted Enrollees, Transfers, and Dropouts. Research Bulletin No. 47.
South Carolina State Coll., Orangeburg.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- Sep 85
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; *Academic Persistence; *Black Colleges; Black Students; *College Attendance; College Environment; College Freshmen; College Transfer Students; Dropouts; Family Characteristics; Financial Needs; Higher Education; Longitudinal Studies; *Rural Population; Student Attitudes; *Student Attrition; *Student Characteristics; Student College Relationship; White Students
IDENTIFIERS- *South Carolina

Student attrition at six South Carolina colleges was studied: three of the colleges were small, traditionally black, four-year private colleges, while three were mid-sized, public, four-year colleges, one of which was traditionally black. The sample of first-time freshmen consisted of 301 black males, 538 black females, 220 white males, and 319 white females. At the start of the sophomore year, there were 1,039 persisters, 141 transfers, and 170 dropouts. The 52-item Student Survey questionnaire covered race, sex, marital status, number of siblings, religious preference and church attendance, hometown size, family income, parents' education and occupations. Also assessed were: students' views of the importance of college graduation, parental influence on attending college, extent of student employment, influences on career goals/plans, sources of student funds, educational aspirations and expectations, choice of major, concern about money, personal values/motivation, students' perceptions of the college environment, and participation in extracurricular activities. Information about withdrawals was obtained with the Student Follow-up Survey, which is appended along with the Student Survey. Self-reported responses by black and white females and males are reported separately. (SW)

ED 282 521 IR 012 664

Ohlsson, Stellan
Computer Simulation and Its Impact on Educational Research and Practice.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Pittsburgh Univ., Pa. Learning Research and Development Center.
PUB DATE- 86
NOTE- 65p.
GRANT- MDR-8470339; OERI-G-86-0005
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Measurement; Cognitive Processes; *Cognitive Psychology; *Computer Assisted Instruction; *Computer Simulation; *Educational Research; Futures (of Society); Learning Theories; Literature Reviews; Models; *Psychological Studies; Research Methodology
IDENTIFIERS- *Connectionist Approach

This essay summarizes the theory and practice of computer simulation, assesses the state of the art of simulation with respect to pedagogically relevant processes like learning, and speculates about the impact of such simulations on pedagogical research and practice. Arguing that the use of computer simulation as a technique for building formal models of mental processes forces the cognitive psychologist to consider the content of strategic or heuristic knowledge, the paper begins by discussing such philosophical concepts as the formalization of theories, the distinction between theories and models, and the notion of a research program. The rationale and workmode of simulation research are then summarized, and a review of the literature illustrates the range of phenomena with educational relevance to which the simulation technique has been applied. The new connectionist approach to simulation is described, and concern is expressed about the way in which knowledge appears in connectionist theories. The most direct interaction of computer simulation with education in the future is predicted to be through such computerized teaching tools as intelligent tutoring systems and systems for automatic cognitive diagnosis. It is concluded that a traditional science-to-practice knowledge transfer will occur to the extent that simulation models contribute to the improvement of psychological theories with pedagogical relevance, and that computerized teaching devices will have a dramatic effect on cognitive research methodology by providing access to information on the behavior of students in real learning situations. A list of 170 references is provided. (MES)

Kelly, Frances
Introduction to Library Research (LR 11 Manual).
Suffolk County Community Coll., Selden, N.Y.
PUB DATE- 86
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; Course Descriptions; *Information Sources; Interlibrary Loans; *Library Instruction; *Library Skills; *Reference Materials; *Research Skills; *Search Strategies; Two Year Colleges
IDENTIFIERS- *Suffolk County Community College NY

This manual is intended to be used in a 13-week course designed to familiarize students with the resources of the Suffolk Community College (New York) Ammerman Campus Library and teach them how to use the library to do basic research. The following topics are presented on a week-by-week basis: (1) Course Outline and Introduction to the Library; (2) Locating Books--Using the Microfiche Catalog and Classification Systems; (3) Researching a Topic and Developing a Research Strategy; (4) Encyclopedias; (5) Pamphlet Files and Borrowing from Other Libraries; (6) Periodicals Indexes--Magazines and Journals; (7) Periodicals Indexes--Newspapers; (8) Indexes to Works in Collections; (9) Using Reference Sources; (10) College and Career Information Sources; (11) Biographical Information--Search Strategies and Sources; (12) Literary Criticism--Search Strategies and Sources; and (13) Supplemental Sources of Information. Objectives to be achieved by completing each week's assignment are also provided, and a glossary of literary terms and a guide to preparing a bibliography are appended. (KM)

ED 282 635 PS 016 592

Jones, Elsa Elisabeth
Sex Differences in Preschoolers' Use of the Computer?
PUB DATE- 87
NOTE- 89p.; Master's Thesis, Tufts University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Computer Graphics; *Microcomputers; *Preschool Children; Preschool Education; *Sex Differences; *Verbal Communication
IDENTIFIERS- *Computer Equity

Focusing on styles of interaction, this study investigated the possibility of sex differences in preschool children's use of the computer. A total of 21 girls and 7 boys attending a mixed-age summer preschool class chose to create drawings using an interactive computer graphics program. Observer logs, computer drawing programs, and transcribed audiotapes provided data on children's attraction to the computer, approaches to creating computer graphics, and verbalizations during computer interactions. Results showed that boys and girls were equally attracted to the computer. Discriminant analysis of the drawing data revealed that boys significantly bounced the drawing cursor off the screen borders more often, selected the draw command key more frequently, and created more right angles than did the girls. Qualitative analysis of the computer drawings indicated that the girls' designs contained more variety and greater detail than those of the boys. Girls significantly verbalized more than the boys when referring to color selection. There appeared to be an overall trend suggesting that while the girls were interacting with the computer they were more verbal than the boys. Findings were interpreted as potentially emerging, gender-differentiated approaches to using the computer. It is recommended that future research examine ways to foster such styles of child-computer interaction (Appended are a bibliography, a copy of the Delta Drawing program and instructional script, the newsletter sent to parents, a typical observer log, and some examples of preschoolers' drawings.)

ED 282 649 PS 016 626

Weil, Cheryl Y.
Increasing Parent Involvement To Obtain Significant Gains in Preschoolers' Reading Readiness Skills.

PUB DATE- Aug 86
NOTE- 180p.; Practicum Report, Nova University. Portions of appended material contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disadvantaged Youth; Early Parenthood; Guidelines; *Parent Participation; *Preschool Children; Preschool Education; *Reading Readiness; Resource Materials; *Urban Areas; Workshops
IDENTIFIERS- Illinois (Chicago)

A parent-resource teacher working in a public elementary school's Child Parent Center for preschool children in Chicago, Illinois, implemented a series of reading readiness training workshops for parents, preschool children, teachers, and teacher aides. These workshops were designed to increase disadvantaged black preschool children's reading readiness scores; increase parent participation; and provide parents with strategies, activities, and information on building reading readiness skills. Program evaluation data indicated that, as the readiness workshops continued, parents, many of whom were adolescents, began to see their children growing more interested in books, being more expressive, and getting better reports from their teachers. Other parents heard about the benefits of the workshops. However, attendance charts revealed a fluctuation of attendance, with the first and sixth month of the 10-month intervention having the greatest attendance. Pretest-posttest comparisons indicated that children's reading readiness scores improved. Concluding remarks offer recommendations for improving the intervention program. Related materials are provided in 54 appendices. (Author/RH)

ED 282 676 RC 016 201

Cintrat, Iva
Recognition of Cultural Diversity in the Teaching of School Subjects
Final Report. The CDCC's Project No. 7: "The Education and Cultura
Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-(86)22
PUB DATE- 87
NOTE- 49p.; Report of a Training Course held in Paris January 27-30, 1986.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; Art Education; Classroom Techniques; *Course Content; Cross Cultural Training; *Cultural Awareness; Cultural Interrelationships; Educational Strategies; Elementary Education; *Elementary School Curriculum; Foreign Countries; History Instruction; Intercultural Communication; *Migrant Education; *Multicultural Education; Second Language Learning; Workshops
IDENTIFIERS- Algeria; *Council of Europe (France); *Europe; Italy; Portugal

A workshop supported by the Council of Europe's Project No. 7 for representatives of supervisory staff for the teaching of languages and culture of origin from Algeria, Italy, and Portugal focused on cultural diversity as contributed by migrants' children in day-to-day classroom work and in the curricula and subject-matter of primary teaching as a whole. Six major papers were presented and discussed. Paper topics included (1) the work of the Council of Europe's project for the educational and cultural development of migrants, (2) intercultural education, (3) interculturality and the logic of learning, (4) the intercultural approach and art education, (5) culture and language learning, and (6) history and the intercultural approach. Issues discussed included the types of connection which define the intercultural approach, links between the Council of Europe project and possibilities of application in member countries, the attitude of European countries to intercultural education, how cultural practices can be objectivised, and the manner of language acculturation. Names and addresses of the 13 foreign participants are provided. (NEC)

ED 282 705 RC 016 277

Bennett, Ruth, Ed.; And Others
Karuk Numbers.
California State Univ.-Humboldt, Arcata. Center for Community Development.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 41p.; For related documents, see RC 016 276-282.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Addition; Adult Education; *American Indian Education; *American Indian Languages; American Indians; *Arithmetic; Basic Skills; Bilingual Instructional Materials; Cultural Context; Elementary Secondary Education; Illustrations; *Mathematical Enrichment; *Native Language Instruction; *Numbers; Workbooks
IDENTIFIERS- California; Cultural Literacy; *Karuk; UNIFON Alphabet

A manual and workbook for students of the Karuk Indian language features practice exercises and answers for numbers 1-100. Exercises include writing the Karuk numbers, addition, arranging smallest to largest, and counting by 10s. A chart of the Karuk Unifon alphabet and pronunciation guide is included. (LFL)

ED 282 767 SE 048 193

Hamm, Mary; Adams, Dennis

An Analysis of Global Problems Issues in Sixth and Seventh Grade Science Textbooks.

PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Conference of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; Controversial Issues (Course Content); Elementary Education; *Elementary School Science; *Global Approach; Grade 6; Grade 7; Middle Schools; *Science and Society; Science Education; Science Instruction; *Textbook Content;

Textbooks; *World Problems
IDENTIFIERS- *Science Education Research

The study examines the extent to which the global issues of population growth, world hunger, air quality and atmosphere, and water resources were treated in sixth and seventh grade science textbooks. Ten textbooks were examined by five raters to determine the amount of content presented by different textbooks on global issues, the number of pages of content devoted to each issue and the degree of depth in which issues were treated. Differences between grade levels were also explored. Of the 4,393 pages of content analyzed, less than 2% was devoted to those issues identified as the most serious human problems. No significant differences were found between textbook series. Significant differences were found in the number of pages of content presented on each issue. Most of the content fell into the categories of water resources, population growth, air quality and atmosphere. The issue of war technology had the least amount of content. Distribution of content did not vary by grade level. Books at both grade levels addressed the issues of population growth, air quality and water resources with a greater degree of depth than the issue of world hunger or war technology. The study concludes that the most widely used textbooks at the sixth and seventh grade levels avoid serious discussion of major global problems. Perspectives are offered on the need for textbooks to reflect current global issues and concerns. (Author/ML)

ED 282 374 EC 192 718

Baker, Bruce L.

Parent Training: Goals, Models, and Predictors. Symposium--Parent Training: Models and Predigtors of Outcome.

PUB DATE- May 86

NOTE- 14p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (110th, Denver, CO, May 25-29, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Children; Delivery Systems; *Demonstration Programs; *Disabilities; *Home Instruction; Models; Outcomes of Education; *Parent Education; Prediction; Program Development; Teaching Methods; Young Children

Parent training goals, models, and predictors of effectiveness are examined with examples from three parent training models: (1) a combination of group sessions and intensive in-home consultation visits to prepare families receiving their child home again after residential treatment; (2) intensive in-home training intended to prevent residential placement by early intervention with preschool aged developmentally disabled children; (3) short term group training designed to disseminate basic teaching skills to a large number of parents of developmentally disabled children. Training goals may vary depending upon conceptual model, agency mission and resources, and population served. Program model components also may vary on format, location, composition, staffing, curriculum, and place in service delivery. There is presently little research evidence from which to select an appropriate model for a given training goal. Criteria for determining whether a program works include enrollment, completion, participation, proficiency, maintenance, and placement statistics. Among considerations in determining for whom a program works are demographic variables, parents' expectations, prior related experience/skills, child characteristics, and family characteristics. (DB)

ED 282 404 FL 016 693

Shishin, Alex
Teaching English Composition in a Junior College.
PUB DATE- Nov 86
NOTE- 6p.; Paper presented at the International Conference on Language Teaching and Learning of the Japan Association of Language Teachers (Seirei Gakuen, Hamamatsu, Japan, November 22-24, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Classroom Techniques; *College English; College Freshmen; Cultural Context; Educational Objectives; English (Second Language); Foreign Countries; Grading; Higher Education; Homework; Idioms; *Language Usage; *Second Language Instruction; Two Year Colleges; Vocabulary Development; *Writing (Composition); *Writing Exercises; *Writing Instruction
IDENTIFIERS- *Japan

Composition instruction in Japan's two-year colleges must build on the English learned in earlier education and undo the problems created by the grammar-translation method. In addition, it must often develop creativity and critical-thinking skills not commonly taught in the Japanese educational system. One teacher's approach is to stress organization, beginning with simple list-making and progressing to instruction in classification skills, vocabulary, idiomatic usage, description of feelings, and subsequently writing themes on specific topics. One assignment includes having students write letters to the editor of a newspaper. While homework is not assigned, diary writing is encouraged. In grading, equal weight is given to quality and quantity of writing. The primary objective of this kind of teaching is to help Japanese students find their voice and sense of self in an educational system that conditions students to be quiet, accepting, and individually ineffectual. (MSE)

ED 282 465 HE 020 116

Schneider, Zola Dincin
Campus Visits and College Interviews: A Complete Guide for College-Bound Students and Their Families.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-260-1
PUB DATE- 87
NOTE- 128p.

AVAILABLE FROM- College Board Publications, Department G84, Box 886, New York, NY 10101 ($9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Admissions Counseling; Admissions Officers; Check Lists; College Admission; *College Applicants; *College Bound Students; *College Choice; Decision Making; Higher Education; *Interviews
IDENTIFIERS- *Campus Visits

Advice about planning and preparing for campus visits and interviews is provided to college-bound students. The decision of whether or not to go for a campus visit and when to go is covered, along with planning and specific arrangements, such as contacting the admissions office. Also considered are what to look for on campus, how to read a college catalog, and the components of the college to be evaluated by the prospective student. The nature and importance of a personal interview are discussed, along with other types of interviews: current students, alumni, group interviews, the audition, and special-interest interviews. Advice on how to do well on the interview and tips for shy students are provided. Questions interviewers typically ask and questions the student may want to ask during the interview are identified. Twelve checklists are included on: deciding to go to for a college visit, making plans and arrangements for the college visit, admissions office and tour, main components on campus, questions to ask college students, evaluating the college, precollege student activities, interviews, making a good impression on the interview, what to do/not to do, and preparations for the shy person. A list of college guides for specialized needs is appended. (SW)

ED 282 508 HE 020 424

The Statewide Master Plan, State of Washington Higher Education Coordinating Board. Issue Area: Quality. Question No. 4, Performance Evaluation.

Washington State Higher Education Coordinating Board, Olympia.

PUB DATE- Jan 87

NOTE- 104p.; Paper collected as part of the American Association for Higher Education Assessment Forum.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; College Graduates; *College Students; *Educational Assessment; Educational Quality; Educational Testing; Education Work Relationship; Employers; Higher Education; Job Satisfaction; Majors (Students); Master Plans; Mastery Tests; *Outcomes of Education; *Statewide Planning; Student Development; *Student Evaluation

IDENTIFIERS- *AAHE Assessment Forum; Value Added; *Washington

Options for evaluating the performance of Washington state colleges based on student outcomes are discussed. Considered in "Question Number 4" on the agenda of the Washington State Higher Educaton Coordinating Board: how should the performance of higher education institutions be evaluated and by whom? Of concern is what student outcomes to measure, whether student progress should be influenced by the measure, and whether the evaluation should be designed at the state or college level. Three ways of assessing student performance provide useful data about college performance: assessment of student achievement, graduate placement rates, and alumni satisfaction surveys that indicate cognitive and affective student outcomes. Advantages/disadvantages of the following assessment options are discussed: sophomores and seniors should be assessed to determine communication and computation skills; seniors should be assessed to determine mastery of their major; graduates should be assessed to determine subject matter proficiency; and colleges should summarize the job placement of graduates and their satisfaction with their education, as well as employers' satisfaction with graduates. Attached is a 64-page report prepared for the Washington Higher Education Coordinating Board, and entitled "The Evaluation of Institutions of Higher Education in the State of Washington." The report includes Appendixes A through G, on: Testing (Gerald M. Gillmore); Value Added Testing (Robert M. Thorndike); Assessment of Alumni (Fred E. Fiedler and Douglas J. Allmon); Sample Questions; Expense Considerations; and Reviewer Comments. (SW)

ED 282 565 IR 051 931

BIS Handbook: An Organizational Manual & Directory. Revised Edition.
Association of Coll. and Research Libraries, Chicago, IL. Bibliographic Instruction Section.
PUB DATE- Dec 86
NOTE- 73p.; Prepared by the Communication Committee of the Bibliographic Section of the Association of College and Research Libraries. For a related document, see ED 271 111.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Administrative Organization; Committees; Group Membership; *Library Associations; Library Instruction; Programs; Publications; Records (Forms)
IDENTIFIERS- *ACRL Bibliographic Instruction Section; Association of College and Research Libraries; Bylaws

This handbook was prepared for the officers and committee members of the ACRL (Association of College and Research Libraries) Bibliographic Instruction Section (BIS). Introductory material by Mimi Dudley and James W. Hart traces the history of bibliographic instruction (BI) and the development of BIS. Following a brief discussion of how to get involved in BIS, its organizational structure is described and procedural information is presented, including bylaws, the master calendar, required meetings, and the responsibilities of officers and committees. A section on committee charges and membership lists includes the ALA (American Library Association)/ACRL BIS Chart for 1986/87, lists the name and address of the newsletter editor, and provides information about 16 standing and ad hoc committees, including the committee purpose, chair, and members. Finally, listings of section activities and resources, including programs, chairs, and publications, are provided, as well as an alphabetical listing of committee members. Four appendices include forms for committee volunteers, budget requests, requests for payment, and change of address forms. (KM)

ED 282 607 JC 870 259

Head, Ronald B.
PVCC New Student Profile, Fall Quarter 1986. Institutional Research and Planning Report Number 3-87.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

PUB DATE- Apr 87
NOTE- 30p.; Printed on colored paper. Shaded pie charts and other diagrams may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; *College Transfer Students; Enrollment Trends; Residential Patterns; School Demography; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

In an effort to provide faculty and administrators with a current profile of the diverse student population at Piedmont Virginia Community College (PVCC), a study was conducted of new students attending PVCC in fall 1986. The new student population, representing 34% of the total student body, included 756 first-time and 708 transfer students. The ratio of new to returning students was approximately 1:2, having remained fairly constant during the 1980s. During this same period, enrollment increases and decreases for new students mirrored changes for the total student population. Between fall 1984 and fall 1986, the percentage increases for both new students and the total student population was just over 12%. Demographically, the fall 1986 new and returning students were quite similar: the ratio of males to females was approximately 1:2; over 90% of all students were white; and the average age of students was between 29 and 31. More notable differences existed within the new student population (e.g., in comparison to transfer students, first-time students were younger; more likely to attend school full-time; more likely to take day classes at the main PVCC campus; nearly twice as likely to be minorities; and more likely to be working towards degrees or certificates). In comparison with the Virginia Community College System as a whole, disproportionately more PVCC new students were female, white, and studying part-time and off-campus. The study data is displayed in 7 tables and 13 figures. (PAA)

ED 282 621 PS 016 483

Thompson, Debra S.
An Overview of Comparative and International Perspectives of Early Childhood Education in Six Selected Countries: An Annotated Bibliography.
PUB DATE- 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administration; Annotated Bibliographies; Child Rearing; *Comparative Education; *Day Care; Delivery Systems; *Early Childhood Education; *Educational Development; Educational Facilities; Educational Finance; Educational History; Educational Philosophy; Elementary School Curriculum; Foreign Countries; *Preschool Curriculum; Program Evaluation; Social Influences; Teacher Education
IDENTIFIERS- China; England; India; Israel; Research Trends; Scandinavia; USSR

The primary aim of this annotated bibliography is to collect resources for those interested in acquiring a broad, cross-cultural understanding of early childhood education. Chapter I provides an overview of comparative and international perspectives of early childhood education. Subsequent chapters focus on aspects of early childhood education in China, England, India, Israel, Scandinavia, and the USSR. Materials were selected for inclusion when they addressed the following topics: (1) the development of early childhood education; (2) factors affecting such development; (3) aspects pertaining to the organization, administration, financing, facilities, delivery systems, and availability of preschool programs; (4) curriculum trends and practices; (5) group or institutional child-rearing practices; (6) provision for teacher training and training of personnel for early childhood programs; (7) early childhood program evaluation; and (8) trends in current research. While coverage throughout is not comprehensive, it is expected that readers will be exposed to a number of prevalent theoretical and practical variables that seem to underlie differences and, of particular importance, similarities among diverse nations' programs for young children. (RH)

ED 282 752 SE 048 176

Rowland, Paul; Stuessy, Carol L.
Effects of Modes of Computer-Assisted Instruction on Conceptual
  Understanding and Achievement of College Students Exhibiting
  Individual Differences in Learning: A Pilot Study.
PUB DATE- 25 Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the National
  Association for Research in Science Teaching (60th, Washington, DC,
  April 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *College Science; *Computer Assisted
  Instruction; Computer Uses in Education; Elementary Education;
  *Elementary School Teachers; Energy; Higher Education; Learning
  Processes; *Learning Strategies; Preservice Teacher Education;
  Science Education; *Science Instruction
IDENTIFIERS- *Science Education Research

The purpose of this study was to determine the effects of two modes of computer-assisted instruction, simulation and tutorial, upon the ability of preservice elementary teachers to understand relationships between a number of concepts dealing with home energy. A number of instruments measuring various dimensions of learning style differences were administered to ascertain which learning style constructs interacted with mode of instruction to predict conceptual understanding and scores on an achievement test. Results of this study indicated that achievement scores were higher for users of the tutorial; however, the number of valid concept relationships did not differ by treatment. In addition, the difference in achievement scores favoring the tutorial specifically was found in subjects exhibiting an external locus of control, field independence, and/or high discrimination skill. Other individuals showed no difference in achievement by treatment. Additionally, subjects whose holist/serialist orientation was matched to the appropriate mode of instruction scored significantly higher on the achievement test than those who were mismatched. (Author)

Valdes, Gabriel M.
The Teaching of Culture in the ESL and Foreign Language Classes.
PUB DATE- Jun 86
NOTE- 16p.; Paper presented at the Annual Meeting of the University of South Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching (6th, Tampa, FL, June 27-28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Competency Based Education; *Course Content; Cultural Awareness; *Cultural Education; *Curriculum Development; *English (Second Language); Independent Study; Inservice Teacher Education; Reading Materials; Second Language Instruction; Statewide Planning; Teacher Role; *Teaching Skills
IDENTIFIERS- *Florida

The interaction of language and culture was examined and found to support the idea that the study of the culture of the people who speak the target language is a very important part of English as a second language (ESL) and foreign language classes. Recent curriculum frameworks developed by the Florida Department of Education were used to illustrate a suggested sequence for the teaching of culture and to show the difference between that instruction in ESL and foreign language classes. Some general recommendations for the teaching of culture are made and the teacher competencies needed to follow the recommendations are outlined. Finally, suggestions and recommendations are made for acquiring these competencies, with special emphasis on the professional readings that can assist teachers in their own

inservice education. (MSE)

Floyd, Nubra Elaine

Yearend Report on Macy Program Consultation, James Hillhouse High School, New Haven, Connecticut, 1985-86 School Year.

PUB DATE- 25 Jul 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Bound Students; *College Preparation; Consultation Programs; Educational Diagnosis; *Enrichment Activities; Higher Education; High Schools; Intervention; *Library Skills; Low Income Groups; Minority Groups; *Parent School Relationship; Public Schools; Research Skills; *Secondary School Students; Technical Assistance
IDENTIFIERS- *New Haven Public Schools CT

Technical assistance provided to a public school enrichment program for low income ethnic minority students at New Haven's Hillhouse High School during the 1985-1986 school year is described. Attention is directed to three areas for which consultative support and technical assistance were provided: the Parent Contact Network, the Library Research Unit, and the High School Adjustment Seminar. The enrichment program, which is funded by the Josiah Macy, Jr. Foundation and the Carol Herzog Foundation, is a four-year intensive academic program with special supportive services to prepare students for college and professional schools. The Parent Contact Network promotes communication with the parents of students in the program. The library research unit, an elective offering of the program, involved six science, English, and mathematics teachers who were assigned to assist students in using the library to research a health-related topic. The High School Adjustment Seminar was a special diagnostic intervention that sought to determine why approximately a quarter of the 60 students were doing poorly in at least one of their regular academic courses. (SW)

Ethical Issues in Computer Use. Article Reprints from "The Computing Teacher," August/September 1984.

International Council for Computers in Education, Eugene, Oreg.

PUB DATE- 85
NOTE- 23p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Software; *Copyrights; Elementary Secondary Education; *Ethical Instruction; Federal Legislation; Microcomputers; Moral Development; Moral Values; Perspective Taking; Social Cognition; Values Clarification
IDENTIFIERS- *Copyright Law 1976; Dilemma Discussion Approach; Moral Reasoning; Social Reasoning

Five articles and two columns reprinted from 1984 and 1985 issues of "The Computing Teacher" address various ethical and legal issues involved in computer use. In "A Question of Ethics," Larry S. Hannah and Charles B. Matus suggest guidelines for dilemma discussion in the classroom to address social and moral issues and to help students to develop reasoning skills. "Computers, Kids and Values," by Stephen J. Taffee, examines several values clarification strategies that focus upon values and moral issues relating to computers or that use computer terms as a means of stimulating discussion of broader issues. Situations for a discussion activity to help students and teachers think about situations and various points of view involving computers are presented in "Ethics and Computer Use" by Kay Gilliland and Mattye Pollard, and David G. Novick answers questions about legal problems with software under the laws of the United States in two copies of his continuing column, "Computers, Software and the Law." In "Right and Wrong in Educational Computing," David G. Novick looks at the interaction of ethics and law in specific situations commonly encountered by computer educators, and Leroy Finkel discusses current interpretations of copyright laws as they affect back-up copies, multiple loading, and networks in "Software Copyright Interpretation." (MES)

ED 282 551 IR 012 700

Kitchen, Will
Education and Telecommunications: Partners in Progress.
PUB DATE- 11 Mar 87
NOTE- 10p.; Testimony to the Senate Committee on Labor and Human Services, March 11, 1987.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Continuing Education; Distance Education; *Educational Television; Elementary Secondary Education; Hearings; Networks; *Rural Development; Rural Economics; *Rural Education; *Telecommunications
IDENTIFIERS- Congress 100th; Fiber Optics; *Interactive Television; Minnesota

America's rural communities are facing increasing challenges to the provision of equitable services and economic stability. Two major rural concerns are the lack of educational opportunities and resources and potentially inadequate telecommunications infrastructures for economic development. In order to attain economic and educational parity with urban areas, a unique cooperative concept is emerging between rural public school systems and local telecommunications providers. Sharing of telecommunications networks can provide educators with an alternative delivery system for two-way interactive television (ITV) to connect multiple school locations. One such partnership, a fiber optic telecommunications partnership between a rural telephone cooperative and seven school districts, the Mid-State Educational Telecommunications Cooperative (MSET), was recently developed in Minnesota. This system is currently delivering 16 high school classes as well as preschool and parenting classes and community education programs in its first full year of operation. Fiber optics technology, which lends itself well to a two-way ITV system because of its high channel capacity, may also contribute to a community's economic development plans by providing a state-of-the-art telecommunications infrastructure for information-based businesses. Partnerships may also be developed using other technologies including microwave, coaxial cable, and satellite. (MES)

ED 282 594 JC 870 221

Schrader, Marvin A.
Effect of Developmental/Remedial Reading Program Participation on the Grade Point Average of Students with Reading Skills Deficiencies at Lakeshore Technical Institute.
PUB DATE- Apr 84
NOTE- 53p.; Ed.D. practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Achievement Gains; Adult Reading Programs; Comparative Analysis; *Grade Point Average; *Program Effectiveness; Program Evaluation; Reading Skills; *Remedial Reading; Technical Institutes; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Lakeshore Technical Institute WI

In an effort to determine the effectiveness of Lakeshore Technical Institute's (LTI's) Developmental/Remedial Reading Program, a comparative analysis was made of the grade point averages (GPA's) of 20 students who participated in the program and 24 students identified as having reading skills deficiences who did not participate in the program. First-semester GPA's for both groups were submitted to the independent t-test, using a .05 level of significance. The range of GPA's for the two groups of students was identical, with GPA's from 0.0 to 4.0 represented in both groups. The grade distribution was also similar for both groups (i.e., 9 program participants and 11 non-participants obtained a GPA of 3.0 or above, while 6 participants and 7 non-participants had a GPA of 0.0). Based on study findings, it was recommended that: (1) enrollment in the program be voluntary; (2) program content and procedures be re-evaluated; (3) specific program reading skills levels be determined; (4) non-GPA factors be used for program evaluation; (5) non-GPA factors be used in selection of the target population; and (6) longitudinal outcomes of the program be studied. (PAA)

ED 282 664 PS 016 643

Sroufe, L. Alan; Jacobvitz, Deborah
Diverging Pathways, Developmental Transformations, Multiple Etiologies and the Problem of Continuity in Development.
PUB DATE- Apr 87
NOTE- 6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Attachment Behavior; *Child Development; Day Camp Programs; *Developmental Continuity; Elementary Education; Etiology; Friendship; Interaction Process Analysis; Longitudinal Studies; Q Methodology; *Research Design; Self Concept; *Social Development
IDENTIFIERS- Conceptual Analysis; Developmental Patterns

This document provides data from an ongoing longitudinal study of the degree of continuity in individual development over time and describes the complexities involved in efforts to determine the nature of individual continuity. Findings from the Minnesota Longitudinal Study of children in a day camp provide evidence for continuity in individual adaptation, from infancy and the preschool years to middle childhood. Detailed observations of 16 children 10 years of age were conducted. Children with secure attachment histories were rated higher than insecurely attached children on ego-resiliency, self-confidence, and overall competence, and lower on dependency. Despite some promising results, the data do not adequately reflect children's developmental continuity. Two important keys to demonstrating continuity are having a sufficiently extensive data base at each time point, and having some degree of equivalency between the measures used. Four conceptual issues need to be resolved for an understanding of the nature of coherence in individual development: (1) behavioral organization becomes increasingly complex with development; (2) transformations can occur whereby an underlying structure is manifest in dramatically different ways; (3) a common developmental core may lead to branching pathways and multiple forms (that is, theoretically consistent but phenotypically dissimilar manifestations); (4) multiple routes may lead to the same basic outcome. (BN)

ED 282 690 RC 016 262

Parsons, Tom, Ed.; And Others
Yurok Language, Literature and Culture. Third Edition.
California State Univ.-Humboldt, Arcata. Center for Community Development.
PUB DATE- 84
NOTE- 57p.; For related documents, see RC 016 263-265. Some pages are marginally legible. Printing courtesy of the Bureau of Indian Affairs, Hoopa Area Office.
LANGUAGE- Yurok; English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- American Indian Culture; *American Indian Education; *American Indian Languages; American Indians; Anthropological Linguistics; *Basic Vocabulary; Bilingual Instructional Materials; Community Involvement; Cultural Background; *Cultural Education; Definitions; Elementary Secondary Education; Idioms; Language Maintenance; *Native Language Instruction; Phonemic Alphabets; Unwritten Languages
IDENTIFIERS- California; *Cultural Literacy; UNIFON Alphabet; *Yurok; Yurok (Tribe)

A vocabulary and list of important words in the Yurok language includes the history of a community project directed toward collecting and preserving the vanishing language and culture of Northwestern California Indians. An alphabetical vocabulary list presents English terms with Yurok equivalents in Unifon spelling and definitions in English. Names of 100 Yurok sites and geographical features along the Klamath River and the coast feature English equivalents. Other sections present Yurok words organized topically in six categories: number systems; baskets, tools, and implements; flora; wildlife; typical conversations; and frequently used expressions, phrases, and sentences. Three stories with literal translations complete the text. (LFL)

ED 282 706 RC 016 278

Bennett, Ruth, Ed.; Shaw, Carolyn Risling
Basketmaking among the Karuk.
California State Univ.-Humboldt, Arcata. Center for Community Development.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 84
NOTE- 52p.; For related documents, see RC 016 276-282.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *American Indian Culture; American Indian Education; *American Indian Languages; American Indians; American Indian Studies; Cultural Awareness; *Cultural Background; *Design Crafts; Elementary Secondary Education; Handicrafts; *Native Language Instruction; Plant Identification
IDENTIFIERS- *Basketweaving; California; Cultural Literacy; *Karuk; Karuk (Tribe); UNIFON Alphabet

A description of basket weaving techniques and materials used by the Karuk Indians of northwestern California includes illustrations and Karuk language terms so that the booklet may be used to enrich Karuk bilingual classes as well as to interest knowledgeable basketweavers. A section on materials discusses identifying, gathering, and preparing willow and hazel sticks; sugar pine, pine, and willow roots; bear grass; woodwardia and maidenhair ferns; porcupine quills; and alder bark and moss for dyes. Illustrations of and Karuk words for materials and preparation processes supplement the text. A section on basket types describes baby baskets, burden baskets, sifting baskets, eel basket traps, acorn pounding baskets, storage baskets, acorn sifting baskets, cooking baskets, acorn soup bowls, decorated baskets, tobacco pouches, and basket hats. Illustrations of each basket type, Karuk terms, particular characteristics of each basket, and its use in Karuk society accompany each description. A final section provides step-by-step instructions for starting a basket including soaking, body positioning, frame of mind, start a basket with open and closed weave twining, adding sticks, and color overlay designs.

Each step is clearly illustrated. A Karuk Unifon alphabet and an Indian Unifon alphabet are provided. (LFL)

ED 282 721 SE 048 144

Albrecht, Jean, Ed.; Rodkewich, Patricia, Ed.
Social Sciences in Forestry. A Current Selected Bibliography and Index. No. 70.
Minnesota Univ., St. Paul. Coll. of Forestry.
PUB DATE- Mar 87
NOTE- 89p.; Additional support provided by U.S. Dept. of Agriculture Forest Service Research Division. For the previous bibliography, see ED 279 522.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Agronomy; Annotated Bibliographies; *Conservation (Environment); Economics; *Environmental Education; *Forestry; Land Use; *Lumber Industry; *Natural Resources; Recreation; Trees; Wildlife Management

This issue of "Social Sciences in Forestry" provides an annotated bibliographic listing of 592 current references arranged according to four major areas of forestry: (1) applications to forestry at large (containing citings on resources, history, legislation, policy, planning, appraisal and valuation, investment and finance, taxation, subsidization, agroforestry, economics, education, research, technology, and environmental concerns); (2) applications to forest management (with references on multiple use management, ownership of public and private lands, labor, and protection); (3) production of forest goods and services (addressing areas such as outdoor recreation, wilderness and range management, urban forestry, watershed management, fish and wildlife, and wood production); and (4) applications to forest industries (focusing on wood-using industries and other forest industries, marketing and trade, and transportation). Each major area is further subdivided into a total of 43 subheadings. An author index is the only index provided. (TW)

ED 282 737 SE 048 160

Wolf, Edward C.
On the Brink of Extinction: Conserving the Diversity of Life.
Worldwatch Paper 78.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-79-8
PUB DATE- Jun 87
NOTE- 59p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - General (140)
DESCRIPTORS- Biology; *Conservation (Environment); *Ecology; *Endangered Species; Environmental Education; Environmental Influences; Evolution; Global Approach; Land Use; *Physical Environment; Quality of Life; World Problems
IDENTIFIERS- *Biological Diversity; *Extinction (Species)

Concerns associated with biological diversity and the extinction of species are addressed in this report. Major topic areas examined include: (1) historical records of extinctions; (2) conservation biology and tropical ecology; (3) human-management regeneration potentials; (4) restoration ecology; (5) experimental restoration efforts; (6) governmental programs and policies; (7) global environmental priorities; and (8) the need for environmental sustainability. Bibliographic notes are also provided. (ML)

ED 282 375 EC 192 719

Wiseman, Richard L.; And Others

Predicting Academic Success for Disabled Students in Higher Education.

PUB DATE- Nov 86

NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Adjustment (to Environment); *Disabilities; Higher Education; *Interpersonal Communication; Learning Motivation; *Normalization (Handicapped); Peer Relationship; Predictive Measurement; Predictor Variables; Questionnaires; Self Esteem; Services; Social Adjustment; Student Motivation; Teacher Student Relationship

In order to determine the effect of being disabled on the academic progress of disabled college students, a questionnaire assessing the social climate of a major western university, the quality of its programs and instruction, and student academic and career expectations was administered to 100 disabled students. Factors explored in the questionnaire included prosocial climate, campus support services, social adjustment, social alienation, motivation, and perceived competence in social and task situations. Analyses of the data revealed that the disabled students' motivation was significantly related to their level of social alienation, while perceived competence was most related to level of social adjustment. Among suggestions offered are the following: (1) alumni with disabilities should be surveyed to determine if the university is doing enough to prepare disabled students in career planning and placement; (2) the university needs to identify ways in which disabled students can better function as role models and assume greater campus responsibilities; and (3) university personnel need to be aware of the considerable variability in the needs and abilities of their disabled students. (JW)

ED 282 389 EC 192 733

Kappel, Bruce; McWhorter, Alan
Making A Difference: What Communities Can Do To Prevent Mental Handicap and Promote Lives of Quality. Volume II: The Well-Being of Babies and Young Children.
National Inst. on Mental Retardation, Toronto (Ontario).
REPORT NO.- ISBN-0-920121-15-2
PUB DATE- 86
NOTE- 27p.; For Volumes I-V, see EC 192 732-736.
AVAILABLE FROM- National Institute on Mental Retardation Publications, Kinsmen NIMR Building, 4700 Keele St., Downsview, Ontario, Canada M3J 1P3 ($20.00 for the set of 5 plus $2.00 for postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Role; Demonstration Programs; Financial Support; Foreign Countries; Genetics; *Handicap Identification; *Infants; Intervention; *Mental Retardation; Parent Education; *Prevention; Quality of Life; Regional Programs; Screening Tests; Social Support Groups; Therapy; *Young Children
IDENTIFIERS- *Canada; *Early Intervention

The second of five volumes on the means by which Canadian communities can reduce the incidence of mental retardation, minimize existing impairment, and improve the quality of life of the mentally retarded, this booklet focuses on needed action to assure the health of babies, young children, and families. After an introduction, sections deal with the following topics: lifestyles and physical environments; importance of early identification and response; prenatal diagnosis; treating genetic disease or avoiding its complication; screening and early intervention of newborns and young children; regionalized reproductive care systems; the regionalized program in Southwest Ontario; preventing handicaps in the children of teenagers; the St. Paul Maternal and Infant Care/Adolescent Health Services in St. Paul, Minnesota; immunization; community responsibilities; helping parents who have just found out their child has a mental handicap; parent support groups; training and education for parents; government support for families who want to keep their handicapped child in the home; respite care/in-home support; the Community Respite Service program; and social and physical integration. (DB)

ED 282 405 FL 016 694

Pawley, Catherine
What Is the French Proficiency of Immersion Students Really Like?
Ottawa Board of Education (Ontario). Research Centre.
REPORT NO.- RR-86-07
PUB DATE- Dec 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Communicative Competence (Languages); Comparative Analysis; Elementary Education; Foreign Countries; *French; High Schools; High School Students; *Immersion Programs; *Language Proficiency; *Language Tests; Program Effectiveness; Program Evaluation; Second Language Learning
IDENTIFIERS- *Ontario (Ottawa)

The level of bilingualism of high school students entering Ottawa bilingual programs after having attended early- or late-immersion French programs in elementary school was evaluated by comparing student test scores to outside criteria. On a reading and grammar-based test, the immersion students did not perform as well as native francophone students, but performed creditably by comparison. Tests of speech skills showed that the majority of students are able to communicate but with some hesitation, errors, and vocabulary limitations. Speech skills appeared to be the least well-developed, and listening comprehension was the strongest skill. (Twelve data tables and two figures are appended.) (MSE)

Osborne, Robert H.
Language Testing at About Age 16: Current Developments in England, Wales and Northern Ireland.
PUB DATE- May 83
NOTE- 11p.; In: van Weeren, J., Ed. Practice and Problems in Language Testing 5; see FL 016 706. Small print in figures may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Foreign Countries; *Language Tests; National Surveys; Performance Factors; *Regional Planning; Secondary Education; Second Languages; *Standardized Tests; *Test Format; Testing Problems; *Testing Programs; Test Validity
IDENTIFIERS- England; *Great Britain; Northern Ireland; Wales

A study of general student performance in England, Wales, and Northern Ireland undertaken in 1975 is described, and efforts toward developing a new system of school-leaving examinations are discussed. The study was designed to assess existing student evaluation instruments, create new evaluation techniques and instruments, promote cooperation between local education authorities and schools, and identify circumstances related to differential student achievement. The results of reading and writing tests and changes in the educational and testing system are explored, especially those occurring in the population being tested since the tests' inception. The resulting recommendations include simplification of the examination system as quickly as possible, without altering the existing standards and targeted ability range, and reduction of the number of regional authorities responsible for syllabuses and examinations. Specific changes were recommended for French and English testing. (MSE)

ED 282 452 FL 016 751

Prujiner, Alain
Elements de reflexion sur l'analyse des aspects societaux des contacts des langues (Issues in the Analysis of Societal Aspects of Language Contact).
PUB DATE- 87
NOTE- 7p.; In: Blanc, Michel, Ed.; Hamers, Josiane F., Ed. Theoretical and Methodological Issues in the Study of Languages/Dialects in Contact at Macro- and Micro-Logical Levels of Analysis; see FL 016 743.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; Cultural Context; Demography; Economic Factors; English; Foreign Countries; French; *Interdisciplinary Approach; *Intergroup Relations; *Language Usage; Political Science; *Research Methodology; Research Problems; Social Influences; *Social Networks; *Sociolinguistics
IDENTIFIERS- Canada; International Center for Research on Bilingualism; *Language Contact

The problems of integrating the multiple dimensions of a language contact situation in linguistic research have been of concern in recent years. The use of macro- (collective or group) and micro- (individual) levels of linguistic analysis illustrates this concern. Quebec's International Center for Research on Bilingualism has developed an interdisciplinary project bringing together aspects of sociolinguistics, psycholinguistics, anthropology, sociology, communications, political science, and law in the study of language contact. It is designed for analysis of the interrelations among language communities on four dimensions: demographic, cultural, economic, and political. The validity of the interdisciplinary analytical model will be tested in a study of the legal and sociopolitical aspects of language conflicts in four Canadian provinces. A brief English abstract accompanies this paper. (MSE)

ED 282 494 HE 020 321

Shifting Patterns of Nursing Practice: Impact on Nursing Education. Papers Presented at the 1986 Annual Meeting of the Southern Council on Collegiate Education for Nursing (Atlanta, Georgia, October 28-30, 1986).

Southern Council on Collegiate Education for Nursing, Atlanta, GA.; Southern Regional Education Board, Atlanta, Ga.

PUB DATE- 87
NOTE- 89p.
AVAILABLE FROM- Southern Council on Collegiate Education for Nursing, 592 Tenth Street, NW, Atlanta, GA 30318-5790 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; Change Strategies; *Curriculum Development; Doctoral Programs; Educational Change; *Education Work Relationship; Geriatrics; *Graduate Study; *Health Services; Higher Education; Masters Programs; Medical Services; Nursing; *Nursing Education; Older Adults; *Undergraduate Study

Changes in the delivery of health care services and their implications for nursing practice and nursing education are discussed in nine papers from the 1986 annual meeting of the Southern Council on Collegiate Education for Nursing. Titles and authors are as follows: "Changes in Health Care and Challenges for Nursing Education" (Jacquelyn S. Kinder); "Redesigning Nursing Education Curricula to Meet Changing Needs" (Verle Waters); "Redesigning Nursing Education Curricula to Meet Changing Needs: Implications for Doctoral Programs" (Billye J. Brown); "Redesigning Nursing Education Curricula to Meet Changing Needs: Implications for Master's Programs" (Joan Farrell); "Redesigning Nursing Education Curricula to Meet Changing Needs: Implications for Bachelor's Programs" (Margaret L. McKevit); "Shifting Patterns of Nursing Practice: Impact on Associate Degree Nursing Education" (Margaret G. Opitz); "Theory-Based Nursing--The Foundation for Practice and Education: A Nurse Administrator's View" (Sarah E. Allison); "Alternative Approaches to Care for the Elderly: What Nurses Need to Know" (Miriam K. Moss); and "Unity in Nursing--A Public Imperative" (Virginia M. Jarratt). (SW)

ED 282 522 IR 012 665

Reed, Thomas M.; And Others
Computerized Observation System (COS) for Field Experiences.
PUB DATE- 13 Feb 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Classroom Observation Techniques; Classroom Research; *Computer Software; Evaluation Criteria; Field Tests; Higher Education; *Microcomputers; *Student Teacher Evaluation; *Teacher Behavior; Teacher Education; Teacher Evaluation; *Teacher Improvement

The Computerized Observation System (COS) is a software program which an observer can use with a portable microcomputer to document preservice and inservice teacher performance. Specific observable behavior such as appropriate questions and responses shown to increase student achievement are recorded as Low Inference Observation Measures. Time on task for student and teacher are also Low Inference Measures. The High Inference Rating Scale component of the COS measures a broad spectrum of teacher behavior currently used in teacher evaluation including enthusiasm, clarity, pacing, organization, oral communication, assessment, lesson objectives, behavior management, positive learning climate, and instructional methods. The Narrative Component is provided to record any pertinent information about the observation or setting that may be necessary for data collection, documentation, or recordkeeping purposes. The IBM convertible microcomputer was used for a field test of the program during the winter term of 1987, which was conducted with nine inservice teachers enrolled at Valdosta (Georgia) State College School of Education in a practicum on teaching students with behavior disorders. Discussions of the advantages and disadvantages of the IBM convertible and preliminary results of the field test conclude the report. Three references and lists of the goals of the school of education, the observer, and the teacher are included. (MES)

ED 282 581 IR 051 948

Brown, Janet Dagenais; And Others
Library Handbook for the Wichita State University.
Wichita State Univ., Kans.
PUB DATE- 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; Autoinstructional Aids; Government Publications; Higher Education; Indexes; Library Catalogs; Library Guides; *Library Instruction; *Library Materials; *Library Services; *Library Skills; Periodicals
IDENTIFIERS- *Wichita State University KS

Designed to help students acquire basic library skills, this handbook provides an introduction to the services and types of materials offered by the Wichita (Kansas) State University (WSU) Library. The handbook is arranged in three parts: (1) listing of the hours and services of the library together with the locations and types of materials; (2) an explanation of how books are arranged in the WSU library and how to find them by authors, titles, or subjects through the card catalog or the automated card catalog, LUIS (Library User Information Service); and (3) an introduction to periodical literature and government documents and a demonstration of how to use an index. A glossary of terms is provided, and appendices contain a listing of facilities for students and multiple choice library skills tests for books and periodicals. (KM)

ED 282 636 PS 016 593

Moely, Barbara E.; And Others
The Development of Coordinated and Sequenced Study Activities.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Cognitive Processes; Elementary Education; *Elementary School Students; *Metacognition; *Performance Factors; *Recall (Psychology); *Student Behavior; *Study; Videotape Recordings

Second- and fifth-grade students were videotaped as they carried out two different free recall tasks that were designed so that several strategies could be used in coordination to produce optimal performance. In an interview immediately following recall performance, each child was asked to describe his or her study activities. The interview included metamemory questions and a "stimulated recall" procedure in which each child watched a videotape of his or her study behavior. As in previous research, children in the younger group showed limited use of organization and self-testing, the most helpful strategies. Older children not only employed those strategies, but also reported appropriate sequencing and relatively complex coordinations of these and other study activities. Among the older children only, organization of items into groups was supplemented by organization or study of items within groups in a task in which items could be grouped conceptually. In recall of relatively unrelated words, older children were more likely than younger to coordinate several organizational cues. In response to feedback gained through self-testing, older children reported changes or elaborations of study, as well as continuation of previously used study activities. It is expected that this description of spontaneously developed study activities will be useful for future educational interventions. (Author/RH)

ED 282 650 PS 016 627

Andersson, Bengt-Erik

The Importance of Public Day Care for Preschool Children's Later Development.

Stockholm Inst. of Education (Sweden).
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Comparative Analysis; *Day Care; *Day Care Centers; Early Childhood Education; Early Experience; *Elementary School Students; *Family Structure; Foreign Countries; Individual Characteristics; Longitudinal Studies; Rating Scales; *Social Development
IDENTIFIERS- *Sweden

Data were collected on the type of day care experienced by 119 Swedish children who were followed from their first year of life to age 8. Types of day care included: (1) center care continuing from the first or second year; (2) center care begun at a later age; (3) mixed care, or, transition from family day care to center care; (4) day mother supplemented by part-time kindergarten; and (5) home care supplemented by part-time kindergarten. At their eighth year, children were tested with aptitude tests and rated by their teachers concerning school performance and social and personal development. Findings indicated that in most aspects early center care differed markedly and favorably from the other four groups. Children who began center care early were cognitively and socially more competent than children in the other four groups. They performed better on the aptitude tests. Teachers gave them better ratings in the various school subjects. Teachers also considered them as more socially confident and secure in the school situation. These children had a better ability to express themselves and make themselves understood, and were more persistent, independent, and assertive. For them, the transition from preschool to school was easy and problem-free. Findings also revealed an interaction between family type and type of day care and the importance of mothers' satisfaction with type of day care. (RH)

ED 282 677 RC 016 214

Cahill, Bruce, Ed.
UNESCO in Asia and the Pacific: 40 Years On.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.
PUB DATE- 86
NOTE- 427p.; Photographs may not reproduce clearly. For bibliographical supplement, see RC 016 215.
AVAILABLE FROM- UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Developing Nations; *Educational Change; Educational Development; *Educational Policy; Educational Trends; Elementary Secondary Education; Foreign Countries; Futures (of Society); Government Role; International Cooperation; International Education; *International Organizations; International Programs; Literacy Education; Population Education; Postsecondary Education; *Program Implementation; Rural Education
IDENTIFIERS- *Asia; Commemorative Events; Pacific Region; *UNESCO

Articles focusing on UNESCO's role in educational development in Asian and Pacific countries are gathered in this issue commemorating UNESCO's 40th anniversary and the 25th anniversary of the Regional Office for Education in Asia and the Pacific.

Following an overview of educational needs and achievements, current activities of four UNESCO offices for Asia and the Pacific are summarized: Regional Office for Education, Regional Advisor for Culture, Regional Advisor for the Social and Human Sciences, and Office of Public Information. Background of UNESCO involvement in regional educational development is emphasized in articles on population education, universal primary education, eradication of illiteracy, higher education, teacher education, cultural activities, and educational management. Educational reforms in individual countries are subjects of 16 articles; countries discussed include India, Japan, Malaysia, Pakistan, Australia, People's Republic of China, Republic of Korea, Sri Lanka, Thailand, and the Pacific Islands. Article topics include upgrading science education in developing countries, instituting a sustainable literacy program, technological manpower development, cultural preservation, and education for the future, in addition to descriptions of national education reforms. Many articles are accompanied by figures, tables, black and white photographs and short bibliographies; author information is provided. (LFL)

ED 282 466 HE 020 198

Research and Development Update.
College Entrance Examination Board, New York, N.Y.
PUB DATE- Jan 87
NOTE- 7p.; Papers presented at the National Forum of the College Board (October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal

Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Accountability; *Educational Assessment; *Educational Quality; Higher Education; Instructional Effectiveness; *Outcomes of Education; School Effectiveness; Student Development; *Student Evaluation; Teacher Role
IDENTIFIERS- *Value Added

College outcomes evaluation is discussed in two papers. In "The Political Economy of Assessment," Joseph P. O'Neill considers standards of accountability, American reliance on faculty to assess, and the danger of validating quality by external examination. By using the credit-hour system, a quantity indicator (time), is used as a standard. There is no mechanism external to the classroom to verify the integrity of the baccalaureate degree; the faculty member teaches, examines, and certifies. It is noted that large classes and extensive use of graduate students and part-time faculty have necessitated outside validation of quality. Five axioms important to the successful assessment of student progress in college and the complexities of measuring "value added" are considered by William W. Turnbull in "Can 'Value Added' Add Value to Education?" It is suggested that assessment cover many dimensions of student growth and learning and that a variety of assessment techniques be used, along with a baseline measure of the skills that the student has on entry. A way to assess the accomplishments of graduating students and to express the results in terms that have meaning from year to year or across departments or institutions is proposed. (SW)

ED 282 566 IR 051 932

Harris, Marie
School Library Resources Program. E.C.I.A. Chapter 2. Final Evaluation Report.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
PUB DATE- Aug 86
NOTE- 64p.; For a related document, see ED 241 033.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Television; Elementary Secondary Education; *Film Libraries; *Instructional Films; *Learning Resources Centers; *Library Services; Program Evaluation; Program Implementation; Questionnaires; School Districts; *School Libraries; Videotape Recordings
IDENTIFIERS- *District of Columbia Public Schools; Education Consolidation Improvement Act Chapter 2

This report summarizes the activities of the Education Consolidation Improvement Act (ECIA) Chapter 2 1985-86 School Library Resources Program, which was designed to provide direct support to District of Columbia Public Schools (DCPS) in their efforts to develop and maintain high-quality library and media resources as an adjunct to their instructional programs. The project background is briefly discussed, and the evaluation procedure, which followed the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making developed by the Division of Quality Assurance, DCPS, is described. A discussion of the evaluation results indicates that the program met its two objectives: (1) to implement a videotape instructional television library service in at least 80% of the DCP secondary school library media centers by June 1986; and (2) to plan and initiate the implementation of a videotape instructional television library service in DCP elementary school library media centers by June 1986. The following materials are appended: (1) Evaluation Model Schema; (2) Summary of School Library-Media Specialist Evaluation Questionnaire Results; (3) Summary of Teacher Evaluation Questionnaire Results; (4) Summary of Student Evaluation Questionnaire Results; (5) Instructional Tips--Video System for Elementary Library Centers; (6) Memoranda to Library Media Specialist--Data Collection Procedures; and (7) Feedback--Documentary Information on Program Activities 1985-86. (KM)

ED 282 608 JC 870 260

Drexel, Karl O., Ed.; And Others
Thirty-Seven Years of the Contra Costa Community College District Governing Board's Minutes in Historical Context. An Abstract.
Contra Costa Community Coll. District, Martinez, CA.
PUB DATE- May 87
NOTE- 257p.

LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Administrative Change; *College Administration; Community Colleges; *Educational History; *Governing Boards; *Local History; Multicampus Districts; *Organizational Change; Primary Sources; Two Year Colleges
IDENTIFIERS- *Contra Costa Community College District CA

This compilation of highly condensed abstracts of the minutes of governing board meetings chronicles the 37-year history of the Contra Costa Community College District (CCCCD) from 1949 to 1986. First, introductory material describes the context and the character of the opening years of the district, and lists the previous and current members of the governing boards. Next, the five periods of the CCCCD's history are traced through the board meeting minutes. Brief comments introducing each period indicate that: (1) the period between 1949 and 1962 was frought with controversy that ended with the dismissal of Superintendent Drummond McCunn by the board; (2) between 1962 and 1965, the CCCCD, which had no superintendent, shifted from District domination by McCunn to a tradition of college autonomy within a framework of District leadership; (3) during the 10-year superintendency of Karl Drexel (1965-1974), the district experienced an era of consolidation, relative stability, and marked educational progress; (4) the period from 1974 to 1984, during the superintendency of Harry Buttimer, was characterized by stability in enrollments, collective bargaining in staff contracts, and the need for financial retrenchment; and (5) during the first 3 years of the chancellorship of John Carhart (1984-1986) many top personnel changes occurred and new programs were implemented within the CCCCD. Appendices include lists of CCCCD officers and instructors in spring 1950 and administration and faculty in 1950-51; a personnel standards report; and other documents important to the history of the district. (EJV)

ED 282 738 SE 048 161

Hutchinson, John; Weber, Robert D.
Solar Heated Space Systems. A Unit of Instruction.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.; Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

REPORT NO.- EG-1042
PUB DATE- Nov 82
NOTE- 160p.; For other guides in the series, see SE 048 158 and SE 048 164.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Conditioning; Alternative Energy Sources; Career Counseling; *Heating; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; *Solar Energy; Technical Education; Technological Advancement; *Thermal Environment; Ventilation; *Vocational Education

Designed for use in vocational education programs, this unit on solar space heating contains information and suggestions for teaching at the secondary school level. It focuses on heating, ventilating, and air conditioning programs. Educational objectives and educational objectives with instructional strategies are provided for each of the eight major concepts of the unit. These concepts include: (1) the sun; (2) active system design; (3) active system solar components; (4) active system installation; (5) active system service; (6) passive system design; (7) energy conservation; and (8) occupations in solar space heating. A basic competency profile chart is presented in the evaluation section. The bibliographic section contains information on publications and media, as well as 40 transparency masters. (ML)

ED 282 753 SE 048 179

Okey, James R.; Oliver, Ronald G.
Learning from Computer Simulations.
PUB DATE- Apr 87
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Computer Assisted Instruction; *Computer Science Education; *Computer Simulation; Computer Uses in Education; *Elementary School Science; Grade 6; Intermediate Grades; *Learning Strategies; Logical Thinking; Problem Solving; Science Education; *Science Instruction; Skill Development; *Student Attitudes; Student Behavior
IDENTIFIERS- *Computer Science Education Research

This study investigated the types of tactics and strategies students used in working with computer simulations and examined if the skills acquired when using the computer simulation could be applied in other settings. Sixth grade students (N=50) from three different schools participated in the study and were observed over a period of six weeks. Tape recordings were made of the groups working with the computer simulation and individual interviews were conducted. Four test measures were completed by each student (one prior to the computer work and three afterward). The prior measure tested the logical thinking ability of students and the three measures which followed the use of the simulation measured attitudes toward computing, knowledge of the procedure and skills in using the simulation, and the ability to transfer simulation skills to new topics. It was found that as the students used the computer simulation more they acquired more of the knowledge needed and appeared to be able to solve paper and pencil problems like those found in the simulation. Attitudes were also more favorable for students using the computer simulation the most. The program gains, however, did not translate into greater ability to transfer skills to new, non-computer tasks. (ML)

ED 282 768 SE 048 194

Miller, Beth R.
Learning: How the Brain Acquires Information.
PUB DATE- Jun 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Processes; Elementary Education; *Elementary School Science; *Human Body; Interdisciplinary Approach; Language Acquisition; *Learning Strategies; Perceptual Development; *Science Activities; Science Education; *Science Instruction; Units of Study
IDENTIFIERS- *Brain

Developed to explore how individuals receive and process sensory information, this paper describes a curriculum designed for elementary students concerning the brain and information processing. The course is entitled "Mind Adventuring: Learning about How We Learn" and is structured into eight units of study. Descriptive accounts are provided for each unit and suggestions for instruction are stated. The units focus on: (1) intelligence and creativity; (2) brain structure and function; (3) five senses and brain integration; (4) art and science of perception; (5) language; (6) reading; (7) field trip; and (8) a brain-drain fair for school and parents. Sample activities and student exercises are provided. (ML)

ED 282 481 HE 020 285

Gilley, J. Wade; And Others
Administration of University Athletic Programs: Internal Control and Excellence.
American Council on Education, Washington, D.C.; George Mason Univ., Fairfax, Va.
PUB DATE- Aug 86
NOTE- 66p.; For Executive Summary, see ED 268 923.
AVAILABLE FROM- George Mason University, (Dr. J. Wade Gilley), 4400 University Drive, Fairfax, VA 22030 ($5.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Responsibility; Case Studies; *College Athletics; *College Presidents; Educational Quality; Higher Education; Leadership; Power Structure; Private Colleges; Problem Solving; *Program Administration; Public Colleges; Questionnaires; School Surveys

The administration of athletic programs at National Collegiate Athletic Association (NCAA) Division I-A universities was studied in 1985. The study consisted of three parts: a survey of 65 university presidents concerning leadership and athletics, a historical look at problems in intercollegiate athletics; and a comparison of four universities with problems in their athletic departments and four universities viewed by peers as national examples of how to do things the right way. Responses to the president's survey represented 55 public universities and 10 private universities. On the average, they have eight men's and seven women's sports program. The four universities that had major athletics problems were the University of Florida, Tulane University, Clemson University, and Southern Methodist University. Four universities that had exemplary programs were the University of Michigan, Notre Dame University, Pennsylvania State University, and University of Virginia. A lack of internal control (including confused and fractured lines of responsibility) was found to be a critical factor contributing to problems in university athletic programs. Detailed findings, a list of surveyed schools, and the questionnaire are included. (SW)

ED 282 509 HE 020 487

Ewell, Peter T.
Levers for Change: The Role of State Government in Improving the Quality of Postsecondary Education.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 12 Jul 85
NOTE- 39p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Accountability; Compliance (Legal); *Educational Quality; Government Role; *Government School Relationship; Incentives; *Instructional Improvement; *Outcomes of Education; Postsecondary Education; Resource Allocation; School Effectiveness; *State Government; Student Evaluation
IDENTIFIERS- *AAHE Assessment Forum

The importance of a state role in assessing and improving undergraduate education and possible initiatives that states can pursue are discussed. Two roles for states are identified: (1) state regulatory and funding mechanisms should create an appropriate climate and concrete incentives for inducing institutional self-improvement; and (2) state governments should monitor the performance of the state's higher education system as a whole by periodically collecting appropriate measures of effectiveness. Because of diversity among colleges and students, multiple means for assessing the effectiveness of both the whole system and individual colleges are needed. Important issues in determining the effectiveness of a state's college instructional system are: changes in student learning and development resulting from instruction; monitoring access to higher education; how student learning and development contribute to behavior at work, the marketplace, and the community; and costs of programs and improvements. Examples of instructional improvement programs at six colleges are described. Broad directions for state policy are addressed that concern issues such as incentives for institutional improvement and the use of quantitative information. (SW)

ED 282 552 IR 012 701

Wedemeyer, Dan J., Ed.; Bissell, Mary Sue, Ed.

PTC '87: Telecommunications--Asia, Americas, Pacific. Pacific Telecommunications Users: A Spectrum of Requirements. Proceedings of the Annual Conference of the Pacific Telecommunications Council (9th, Honolulu, Hawaii, January 18-21, 1987).

Pacific Telecommunications Council, Honolulu, HI.

PUB DATE- 87

NOTE- 489p.; For the proceedings of PTC '85, see ED 253 218. Photographs may not reproduce well. Some figures contain small print.

LANGUAGE- English; Spanish

EDRS Price - MF02/PC20 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Business; *Communications Satellites; Developed Nations; Developing Nations; Distance Education; Elementary Secondary Education; Foreign Countries; Industry; *Information Networks; Mass Media; Postsecondary Education; Rural Areas; *Telecommunications; Users (Information)

IDENTIFIERS- Canada; Chile; Japan; Korea; *Pacific Region

More than 60 papers presented at the 1987 Pacific Telecommunications Council (PTC) conference on telecommunications needs, primarily in and around the Pacific region, are included in this volume. Contributions from major industry user groups, governments, developmental institutions, and the small user are represented. Four keynote addresses open the proceedings: (1) "The New Zealand Communications Environment: Goals, Demands, Pressures" (Jonathan Hunt); (2) "Consolidating Communication Services in a Multi-National Environment" (Edmond J. Blausten); (3) "Telecommunications and the Emerging Global Corporation" (R. W. Sturm); and (4) "International Users: Their Place in Planning" (Peter Smith). Papers are then presented chronologically to reflect the focus of the three conference days. Papers from the first day focus on large business and industrial users, including users and providers, user perspectives, national developments, and technical applications. Government and public users were examined on the second day, including public and private networks, using the broadcast medium, shared tenant services and teleports, and using information systems. National developments in Chile (paper is in Spanish), Canada, Japan, and Korea are presented in this section. Papers from the final day look at rural, remote, and small users,

including the new environment, educational uses, and applications of small aperture earth stations. (MES)

ED 282 595 JC 870 222

Schrader, Marvin A.
Determination of Lakeshore Technical Institute Associate Degree Nursing Graduates' Nursing Competencies Level.
PUB DATE- May 84
NOTE- 67p.; Ed.D. practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Accountability; Accreditation (Institutions); *College Graduates; Competence; Employer Attitudes; *Job Skills; *Nurses; *Nursing Education; *Outcomes of Education; Participant Satisfaction; *Personnel Evaluation; Program Effectiveness; Program Evaluation; Questionnaires; *Self Evaluation (Individuals); Two Year Colleges; Vocational Education; Vocational Followup
IDENTIFIERS- *Lakeshore Technical Institute WI

In an effort to determine the effectiveness of Lakeshore Technical Institute's (LTI's) Associate Degree Nursing (ADN) program, questionnaires were administered to 1982 program graduates (N=45) and their employers (N=43) requesting an assessment of the graduates' preparedness to perform 39 nursing functions. Responses were submitted to a discriminant analysis to determine whether there was a significant difference between employers' and graduates' responses. Study findings, based on an overall response rate of 83%, included the following: (1) for 67% of the nursing functions, the mean combined rating of the graduates and employers was at or above 2.51 on a scale of 1 (poorly prepared) to 3 (well prepared); (2) the remaining functions received mean combined ratings between 2.0 and 2.5; (3) no function had a calculated composite mean of less than 2.0; and (4) the graduates rated themselves at a higher level of preparedness than their employers for 16 of the 17 functions for which there was a significant difference between the two groups' ratings. It is recommended that: (1) results of the study be used as supportive data for program effectiveness; (2) program staff address itself to differences in expectations between nursing staff and employers; and (3) results of the study be submitted to the Wisconsin State Board of Nursing to indiciate support for program effectiveness. The survey instruments are appended. (PAA)

ED 282 622 PS 016 491

Frost, Joe L.
History of Playground Safety in America.
PUB DATE- Jan 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Accident Prevention; Check Lists; Citizen Participation; Consumer Protection; *Design Requirements; Early Childhood Education; Elementary Education; *Equipment Standards; History; Injuries; *Playgrounds; *Safety
IDENTIFIERS- *National Electronic Injury Surveillance System

The history of playground safety standards since the 1890s is reviewed and the lack of improvements in safety made since that time is demonstrated. The first formal effort to develop standards for playground apparatus was made by the National Recreation Association (NRA) in 1929. A major concern in this and a 1938 NRA report was the choice of safe surface materials for playgrounds. However, the 1938 report indicated no progress in knowledge of the subject. By 1940 concerns over liability for playground injuries had prompted the publication of recommendations to playground workers aimed at reducing injuries and liability. In the 1940s, '50s, and '60s, asphalt and concrete surfaces and heavy, hazardous equipment proliferated with the support of school administrators. A 1978 study by the National Electronic Injury Survey System indicated that 59% of playground injuries result from falls to hard surfaces. Various professional and citizens groups have begun to call for increased safety standards and regulation. Playground and play equipment designers, manufacturers, and consumers have reacted slowly to these calls. Despite advances in knowledge, most playgrounds remain hazardous and unsuited to children's developmental play needs. What are probably the most extensive and thoughtful safety guidelines to date were published in 1981 by the Consumer Product Safety Commission. They are summarized in this article. (A list of 38 references is appended.) (BN)

ED 282 691 RC 016 263

Bennett, Ruth, Ed.; And Others
Yurok Vocabulary.
California State Univ.-Humboldt, Arcata. Center for Community Development.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 102p.; For related documents, see RC 016 263-265.
LANGUAGE- Yurok; English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; *American Indian Education; *American Indian Languages; American Indians; *Basic Vocabulary; Bilingual Instructional Materials; Cultural Context; Cultural Differences; Cultural Education; Cultural Traits; Language Maintenance; *Native Language Instruction; Phonemic Alphabets; Wor Lists
IDENTIFIERS- California; *Cultural Literacy; UNIFON Alphabet; *Yurok Yurok (Tribe)

An illustrated vocabulary presents approximately 275 Yurok words organized topically from the Indian perspective to demonstrate the relationship between Yurok Indians and their social and natural worlds. English terms arranged alphabetically within each topic have two accompanying Yurok entries--one a Unifon spelling, the other having syllable breaks and marked accents. Topics include people, cultural things, baskets, acorns, plants, animals, birds, fish, and food. An introduction explains the role of language in Indian culture and points out differences in styles of thought between Indians and whites. A Yurok Unifon single sound chart is included. (LFL)

ED 282 722 SE 048 145

Steingress, Frederick M.; And Others

Stationary Engineering Science Manual--3.
Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
PUB DATE- Mar 81
NOTE- 323p.; For Manual--2, see ED 134 818.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Certification; Engineering Education; *Engineers; Higher Education; *Industrial Training; Safety Education; Science Education; Scientific Concepts; *Scientific Personnel; *Technology; *Vocational Education
IDENTIFIERS- *Boilers

This manual provides in-depth coverage of topics related to boiler operations. The assignments contain an objective, descriptive information, reference sources, procedures, and assignments. Sixteen units are provided and address topics such as: (1) steam engineering concepts; (2) boiler fittings; (3) feed-water, steam, and combustion accessories; (4) combustion; (5) boiler-water conditioning; (6) electrical components; (7) pumps; (8) turbines; (9) lubrication; (10) plant operation; (11) service and maintenance; and (12) license preparation. Several diagrams complement the activity units. Numerous engineering drawings are included. (ML)

ED 282 406 FL 016 695

Tremblay, Daniel
Les Enjeux juridiques et sociopolitiques des conflits linguistiques au Nouveau-Brunswick (The Legal and Sociopolitical Factors in Linguistic Conflicts in New Brunswick). Publication G-7.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-174-2
PUB DATE- 87
NOTE- 157p.
AVAILABLE FROM- International Center for Research on Bilingualism, Pavillon Casault, Universite Laval, Quebec, P.Q. Canada G1K 7P4.
LANGUAGE- French
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Culture Conflict; English; Foreign Countries; French; Geographic Distribution; Language Attitudes; *Language Role; Official Languages; *Politics; *Power Structure; *Public Policy; *Regional Characteristics; Social Influences; Socioeconomic Status Sociolinguistics
IDENTIFIERS- *New Brunswick

A study looks at the economic, social, cultural, and political factors involved in conflicts between New Brunswick language communities in the last two decades. The demographic, economic, cultural, and political relationships between the French and English language communities are presented and discussed in terms of political matters and principal themes of conflict. Public policy, legislation, and legislative interpretation relating to language is analyzed, and the evolution of language conflicts is chronicled. Special attention is given to the amount of power available to the Acadian community to regulate its own linguistic development. The study found that economic status, access to the provincial cultural capital, and voice in collective decision-making exacerbated an existing demographic imbalance. Two statistically oriented appendixes analyze the connection between linguistic characteristis and incomes of New Brunswick residents and degree of access to the mass media of the various linguistic groups. (MSE)

ED 282 422 FL 016 713

Maas, Trude A.
Final Language Examinations in Secondary Education: The Dutch System.
PUB DATE- May 83
NOTE- 9p.; In: van Weeren, J., Ed. Practice and Problems in Language Testing 5; see FL 016 706. Small print in figures may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Preparation; Evaluation Methods; Foreign Countries; General Education; Individual Differences; *Language Tests; National Programs; Secondary Education; Second Languages; *Standardized Tests; Teacher Role; Testing Problems; *Testing Programs; *Test Use; *Track System (Education); Vocational Education
IDENTIFIERS- *Comprehensive Examinations; *Netherlands

Dutch secondary schools offer educational programs on four tracks, vocational and nonvocational. At the end of each program, a final examination is administered, with the test content areas determined by law, by the schools, and by the student's individual program. Assessment is by means of a written, nationally administered exam and locally-determined measures such as written papers, tests, and projects. In most cases, grading of the national exams is a combination of absolute and relative grading, based on the need for comparison with national norms and the need to assess individual progress. The government has proposed that national and school assessments have more distinctive and different objectives. However, various new government proposals for changes in the secondary school system would also have implications for the assessment system. In the case of both native and foreign language testing, influences come from more than one side. The current combination of a national reading comprehension test and local tests of writing, listening, and speaking would be significantly affected by the proposed curriculum change at the same time that foreign language testing in general is taking new approaches to assessment. (MSE)

ED 282 438 FL 016 737

Hvitfeldt, Christina
Guided Peer Critique in ESL Writing at the College Level.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers International Conference on Language Teaching and Learning (Seirei Gakuen, Hamamatsu, Japan, November 22-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Second Language Programs; College Students; *English (Second Language); *English for Academic Purposes; Essays; Foreign Countries; Higher Education; Instructional Effectiveness; International Programs; *Peer Evaluation; *Peer Teaching; Second Language Learning; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Indiana University; *Malaysia

One teacher's experience with peer critique in a college-level composition course in English as a second language (ESL) suggests that it can be an effective classroom technique. If students are given very specific guidelines to follow, they often do a very credible job of analyzing the strengths and weaknesses of their peers' writing. Indiana University's campus in Malaysia uses the technique in an advanced ESL writing course. Early experiences in using peer critique revealed that while ESL students are not the best judges of grammaticality, word choice, and mechanics, they can develop critical abilities concerning the content and organization of an essay, and the use of peer critique is now limited to those areas. In writing essays, the students make outlines, write the first draft in class, randomly exchange the drafts, and answer specific questions about others' essays on critique forms. The teacher then marks the essays and compares her comments with those in the peer critiques, indicating general agreement or disagreement. Rewriting is done in class, and student writers are encouraged to discuss the essays with the teacher and/or critic. Classroom discussion of logical relations, organization, and support in writing is provided. Students have found doing the critiques more helpful than receiving them. (MSE)

ED 282 537 IR 012 686

Demo, William
The Idea of "Information Literacy" in the Age of High-Tech.
PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; *Access to Information; Communication (Thought Transfer); Elementary Secondary Education; Information Needs; *Information Retrieval; *Information Seeking; *Information Services; *Information Technology; *Library Role; Postsecondary Education; Public Libraries; User Needs (Information); Users (Information)
IDENTIFIERS- Information Industry; *Information Literacy

The Information Age is being driven by an acceleration of technological breakthroughs including microcomputers, cable television, electronic publishing, fiber optics, satellite communications, videotext, online database searching, high-density CD-ROM storage, and robotics. A new intellectual skill that will enable us to be masters of new communications and information technologies is needed. This skill--which is called information literacy--has been written about from a number of different perspectives by information industry spokespersons, librarians, educators, and communications researchers. Some characteristics of information technology might actually be impediments to the attainment of information literacy for many: (1) generation of an over-supply of information; (2) cost of information machines; (3) cost of information access; (4) invisibility of the information revolution to the average person; and (5) the "de-massification" of mass media. Libraries in secondary and higher education often provide the needed focus for information literacy programs. The public library can provide similar programs for the general population; however, underuse and underfinancing may hinder such efforts. It is necessary to make the components of the online information environment more visible and accessible to potential users--those who are pre-information literate. Not to do so in an active, concerted manner will mean that information needs for significant parts of the population will remain unidentified, unexpressed, and unmet. Twenty-five references are listed. (MES)

ED 282 582 IR 051 949

Price, Anne J.
Library-Scholar Communication in ARL Libraries. SPEC Kit 132.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Mar 87
NOTE- 130p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Access to Information; *College Faculty; *Communication (Thought Transfer); Higher Education; Information Sources; Interlibrary Loans; *Librarians; Library Instruction; Library Role; Newsletters; Online Systems; *Researchers; *Research Libraries
IDENTIFIERS- Association of Research Libraries; Fact Sheets

Based on the Survey of Scholars conducted by the American Council of Learned Societies' Office of Scholarly Communication and Technology, this report examines the need for better two-way communication between libraries and scholars as a means of easing the transition to the use of today's new and diverse information resources. A concise summary considers the survey background, online catalogs and databases, scholarly materials and future needs; "Librarians and Scholars--The Need for Channels of Communication" by Anne J. Price discusses library-related survey results; and eight tables present selected survey statistics. Also included are five examples of library-wide faculty communication programs, descriptions of five individual roles and responsibilities related to library-scholar communication (three for teaching faculty and two for librarians), and ten examples of printed communications, including fact sheets and newsletters. A brief bibliography of Office of Scholarly Communication and Technology publications is provided as well as ARL (Association of Research Libraries) SPEC (Systems and Procedures Exchange Center) kit order and evaluation forms. (KM)

East, Patricia L.; Lerner, Richard M.
A Model of Children's Adjustment: Child-Peer Group Fit, Peer Relations, and Peer Social Support.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987). Research based on a dissertation by Patricia L. East submitted to the Pennsylvania State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Adolescents; Behavior Rating Scales; Intermediate Grades; *Interpersonal Competence; *Peer Relationship; *Personality; Preadolescents; *Self Concept; Social Networks; Sociometric Techniques
IDENTIFIERS- Dimensions of Temperament Survey

Using longitudinal data on 101 sixth-graders who participated in the Pennsylvania Early Adolescent Transitions Study, the following two hypotheses were tested by means of path analysis: (1) the goodness of fit between a child's temperamental characteristics and the temperamental preferences held by the peer group is instrumental in determining a child's peer group relations; and (2) the relation between children's peer relations and adjustment is mediated by the quality of peer social support. Using teacher-, parent-, and self-ratings of children's academic and psychosocial functioning as indices of adjustment, results from several path analyses indicated that children whose temperaments afforded a good fit with their peers' temperamental preferences received significantly more positive peer sociometric nominations and fewer negative peer nominations than subjects whose temperaments did not provide a good fit with the peer group. In addition, peer social support was a significant mediator between the quality of children's peer relations and children's perceived competence. However, children's sociometric nomination scores were more highly related to teacher- and parent-ratings of subjects' adjustment than children's perceptions of peer social support. The results support a person-context fit conceptualization of social competence as well as the importance of peer social support as a mediator between children's peer relations and their perceived self-competence. (Author)

ED 282 707 RC 016 279

Bennett, Ruth, Ed.; And Others
Karuk Acorn Book.
California State Univ.-Humboldt, Arcata. Center for Community Development.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 85
NOTE- 9p.; For related documents, see RC 016 276-282.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *American Indian Culture; American Indian Education; *American Indian Languages; American Indians; American Indian Studies; *Cultural Background; Cultural Education; Elementary Secondary Education; *Food; Native Language Instruction
IDENTIFIERS- *Acorns; California; Food Gathering; Food Preparation; Food Storage; *Karuk; *Karuk (Tribe)

A description of how the Karuk Indians of northwestern California gathered and prepared acorns for food includes illustrations and Karuk words for utensils and processes. The booklet explains how women of the tribe gathered, dried, stored, cracked, ground, leached, and cooked acorns to make acorn soup. Illustrations supplement descriptions of storage baskets, pestles, sifters, and cooking techniques. (LFL)

ED 282 769 SE 048 195

U.S. Science and Engineering Base: A Synthesis of Concerns about Budget and Policy Development. Staff Study.

General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.

REPORT NO.- GAO/RCED-87-65
PUB DATE- Mar 87
NOTE- 75p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies $2.00 each, 25% discount for 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Federal Aid; *Financial Support; Government Publications; *Government Role; Policy Formation; *Public Policy; *Research and Development; *Research Needs; Science and Society; Science Education; *Scientific Research; Technology

Focusing on the elements of the federal budget process involved in setting policies and priorities for resource allocations that affect the science and engineering base, this report serves to help facilitate a dialogue within the congressional and executive branches of the United States government on science policy. Emphasis is directed to the treatment of research and development in the federal budget and the roles of key federal offices and advisory groups in national policy formulation. The primary objective of this study is to address the question of how science policy advice can be more effectively integrated with the political decision process in setting federal policies and budget priorities for the United States' science and engineering base. Contents include: (1) an overview of the objectives, scope, and methodology of the study; (2) a discussion of the federal role in research and development; (3) a review of the budgeting process and opportunities for change; and (4) an explanation of the organizational framework for developing federal policy for the science and engineering base. Appendices contain information on policy issues, funding considerations, and the proposed creation of a department of science and technology. An 11-page bibliography is included as well as a list of the major contributors to the study. (ML)

ED 282 376 EC 192 720

Spragg, Paul A.
Counseling Approaches with Retarded Persons: Current Status and an Attempt at Integration.
PUB DATE- Oct 83
NOTE- 37p.; Paper presented at the Region IV Conference of the American Association on Mental Deficiency (Snowmass, CO, October 5-8, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Change; Cost Effectiveness; *Counseling Effectiveness; *Counseling Techniques; Definitions; *Emotional Problems; Interpersonal Competence; *Mental Retardation; Models; Program Development; *Research Methodology; *Trend Analysis

The paper addresses issues in counseling the retarded in the context of the research literature, identifies promising trends, and proposes a counseling model. Three issues are identified: the necessity for counseling to meet measurable objectives; the need for cost effectiveness; and the need for an integrated model. After proposing a definition of counseling which focuses on behavior change, the literature is summarized on use of the psychodynamic, behavior therapy, nondirective, and directive group counseling approaches with the retarded. The research as a whole is characterized as having poor research design which renders most of the conclusions as to counseling effectiveness invalid. Current trends in treatment include social skills training, the use of social skills counseling models, self-management training, and emotional training. There is an increase in clinicians who use eclectic approaches, often associated with inadequate planning, idiosyncratic interventions, and procedures of unknown benefit. Characteristics of a useful counseling model include: (1) internal validity; (2) specific consideration of the learning characteristics of the retarded individual; (3) use of techniques validated by the experimental and applied literature; (4) use of techniques that can address concerns in behavioral, cognitive and affective areas; and (5) cost effectiveness. (DB)

ED 282 390 EC 192 734

Forest, Marsha
Making A Difference: What Communities Can Do To Prevent Mental Handicap and Promote Lives of Quality. Volume III: Helping Children Live, Learn and Grow in Their Communities.
National Inst. on Mental Retardation, Toronto (Ontario).
REPORT NO.- ISBN-0-920121-16-0
PUB DATE- 86
NOTE- 31p.; For Volumes I-V, see EC 192 732-736.
AVAILABLE FROM- National Institute on Mental Retardation Publications, Kinsmen NIMR Building, 4700 Keele St., Downsview, Ontario, Canada M3J 1P3 ($20.00 for the set of 5 plus $2.00 for postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childhood Needs; *Community Role; *Early Childhood Education; Educational Methods; *Educational Needs; Foreign Countries; Grouping (Instructional Purposes); Individualized Education Programs; Intelligence Quotient; *Mental Retardation; Normalization (Handicapped); *Prevention
IDENTIFIERS- *Canada

The third of five volumes on the means by which Canadian communities can reduce the incidence of mental retardation, minimize existing impairment, and improve the quality of life of the mentally retarded, this booklet focuses on the education of handicapped children and the value of integration with non-handicapped peers in the home and community. After an introduction, sections discuss the following topics: needs of all children (to belong, for power, for freedom, for fun); the role of professionals; a case study illustrating how moving from a group home to a family environment made a difference; elements of prevention (recognizing the child for who he/she is, the importance of the environment); myths in education (credentials myth, myth of fixed intelligence, myth of the value of grouping); a proposal for the school system; things that stop students from learning; an Individual Education Plan; what to look for in community schools; key elements in a good teaching/learning situation; the positive example of the Wellington County Separate School Board; and other positive examples of effective change at the community level. (DB)

ED 282 453 FL 016 752

Laforge, Lorne
Problemes de l'enseignement des langues secondes standard pour les minorites culturelles (Problems of Teaching Standard Second Languages to Cultural Minorities).
PUB DATE- 87
NOTE- 11p.; In: Blanc, Michel, Ed.; Hamers, Josiane F., Ed. Theoretical and Methodological Issues in the Study of Languages/Dialects in Contact at Macro- and Micro-Logical Levels of Analysis; see FL 016 743.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Dialects; *Educational Strategies; *Ethnic Groups; Instructional Materials; *Official Languages; Research Needs; *Second Language Instruction; *Standard Spoken Usage; Student Needs
IDENTIFIERS- *Language Contact

In most industrialized countries, especially in urban areas with a heavy concentration of cultural minorities, teaching a standard second language to schoolchildren is a misleading concept and an ambiguous enterprise. In a country that fosters official unilingualism, schoolchildren have to learn a standard second language as if it were a first language. Inserted in a group forcing the use of the officially sanctioned language as the norm for communication, schoolchildren are exposed to teaching techniques and learning strategies designed by first-language teachers for first-language teaching and learning, with teaching material designed for first-language courses and curriculum. On the other hand, native-language instruction in schools where over 60 percent of the students speak a dialect of a second language poses many problems. This unique teaching situation requires an approach that combines at least three elements: instructional materials; instructional procedures; and operational, not only philosophical or political, objectives. An English abstract accompanies this paper. (Author/MSE)

ED 282 467 HE 020 199

Chapman, Randall G.; Jackson, Rex
College Choices of Academically Able Students: The Influence of No-Need Financial Aid and Other Factors. Research Monograph No. 10.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-2792
PUB DATE- 87
NOTE- 123p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Ability; *Academically Gifted; *College Applicants; *College Choice; Decision Making; Enrollment Influences; Higher Education; High Schools; High School Students; *Merit Scholarships; Models; *No Need Scholarships; Questionnaires; Student Attitudes; *Student Financial Aid

College preferences and choices of a sample of high-ability high school seniors applying to colleges in spring 1984 were studied to determine the award of no-need (merit) aid to the students and the degree to which such aid influences college choices, in relation to other factors. A multistage model of college choice behavior was employed that focuses on perception formation, preference judgment formation, and choice. The study is based on a national probability sample of 2,000 high-ability high school seniors who had taken the College Board's Scholastic Aptitude Test (SAT). Students were contacted before and after the actual college choice decision. A total of 1,183 students who had applied to at least two colleges were surveyed by mail and interviewed. Sixty-four percent of these students, received at least one offer of financial aid. Results indicate that most colleges consider a student's academic ability in determining whether a student receives financial aid and the size of the aid package. Monetary factors were important to college choice; however, the primary determinant of college choice was perceived college quality. Appendices include information on the multinomial logit model, the mail questionnaire, and the interview schedule. (SW)

ED 282 495 HE 020 322

Todd-Mancillas, William R.; Johnson, Pam
Academic Burnout: One Perspective.
PUB DATE- 3 Apr 87
NOTE- 20p.; Paper presented at the Annual Conference on Communication Therapy (3rd, University Park, IL, April 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..:" (150)
DESCRIPTORS- Change Strategies; College Environment; *Faculty College Relationship; *Faculty Evaluation; Higher Education; Intervention; *Stress Variables; *Student Evaluation of Teacher Performance; *Teacher Burnout; Teacher Responsibility

The negative effects of academic burnout on teaching, service, and research are considered, along with societal, institutional, and individual causes of burnout. Prevention and intervention for burnout are addressed, and suggestions are offered to improve faculty evaluation procedures in order to promote the use of clearer and more systematic and objective evaluation guidelines. The improved guidelines would be designed to help reduce faculty anxiety about meeting retention and promotion criteria. Problems facing faculty members include heavy teaching loads, unappreciative students, inappropriate instructor evaluation methods, and an unsatisfactory reward structure. It is suggested that burnout among faculty is linked, also, to societal demands that they accomplish too much with too few resources, along with inadequate institutional account of the problems facing faculty when evaluating their performance. Suggestions are made for reducing instructionally related stress and for supporting faculty's attempts to provide students with quality instruction. An approach to ensure appropriate use of student evaluation of instruction is proposed that would decide on the number and weight of specific teacher evaluation components and would develop evaluation forms to allow evaluators to judge a candidates's performance and collateral materials according to designated criteria. (Author/SW)

Schlenker, Richard M.

Constructing and Using an Apple IIe Computer AppleWorks Document Library.

PUB DATE- Jan 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Software; Databases; Guidelines; *Indexes; *Information Retrieval; *Information Storage; *Microcomputers
IDENTIFIERS- *Apple IIe; AppleWorks

This document presents a step-by-step procedure for setting up a document library of personal word processing, database, and spreadsheet files using the Apple IIe computer and the AppleWorks subprogram database. This library, which can serve both as a running record of files created and as a means for easy retrieval, uses 10 fields or categories and documents can be accessed by using the data contained in from one to three fields; the maximum size of each library file is 55K. The steps include: (1) deciding on the database file format, (2) creating the file; (3) saving the library; (4) changing the record format; (5) making entries in the library; and (6) extending the library. Procedures for locating documents are described, and illustrations of the screen as it would appear at various points in the program are included throughout. (MES)

ED 282 637 PS 016 603

Roundtree, Doris J.
Implementing Parenting Workshops with SOLVE Adolescent Mothers.
PUB DATE- 87
NOTE- 137p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adolescents; *Child Development; *Class Activities; Infants; Parent Child Relationship; *Parent Education; *Parenting Skills; *Unwed Mothers

This practicum was designed to help adolescent mothers understand the cognitive, physical, and emotional development of their children and create appropriate expectations of child development from birth to one year of age. Twenty adolescent mothers attended six classes which covered the development of the young child during the first 12 months of life. Current videotapes, informative materials, slides, and films were used to support workshop presentations. A nutritionist and a home economist also assisted in the 10-month implementation of this practicum. A pre- and posttest were administered to the participants in order to assess the effectiveness of the program. The goals of the program were that 80% of the participants would (1) demonstrate an increase in their knowledge of parenting skills, (2) be able to describe one developmental change for each of the first 12 months of life, and (3) be able to list two safe and stimulating child activities for each of the first 12 months of the infant's life. Seventeen of the 20 participants correctly answered all posttest questions. Appendices include the pre- and post-test, parenting program evaluation survey, outline of the lesson plans, parenting certificate, and handouts used in the class. (Author/BN)

ED 282 651 PS 016 628

van Loosbroek, Erik; Smitsman, Ad W.

Perception of Number Change in Infancy.

PUB DATE- Apr 87
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; Foreign Countries; Habituation; *Infant Behavior; Infants; *Numbers; *Visual Discrimination; *Visual Perception
IDENTIFIERS- Netherlands

Infants' visual perception of number change was investigated in three studies. These studies focused on infants' perception of events in which the total number of objects in a small group was changed through addition of another object. Involving 60 infants 5 months of age, Study I attempted to determine whether subjects perceived the properties in additions of one object to sets of one or two moving objects as: (1) change versus non-change, (2) the size of the set that was changed, or (3) the number of objects added to a set. A similar study was conducted with 12 infants 15 months of age. Study II, involving 12 infants who were 8 months old and 20 infants 13 months old, investigated whether infants perceived events that involved addition of an object and whether they could discriminate such an addition from a non-change and a larger change. In Study III, 12 infants 13 months of age were involved in an attempt to determine whether they perceived that the addition of one object to a certain set of objects specifies one outcome only. Generally, findings indicated that infants up to 13 months of age seem to be able to perceive components of events that involve number change. Such components were the number that is changed and the size of the change. However, they did not seem to perceive the relationship of such components under a number transformation. (RH)

UNESCO in Asia and the Pacific: 40 Years On. Bibliographical Supplement.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

PUB DATE- 86
NOTE- 191p.; Publication commemorates the 40th anniversary of UNESCO and the 25th anniversary of the regional office in Asia and the Pacific. For the accompanying bulletin, see RC 016 214.
AVAILABLE FROM- UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Comparative Education; *Developing Nations; Educational Development; *Educational Planning; Educational Policy; Educational Trends; Elementary Education; Foreign Countries; *Postsecondary Education; Professional Education; Rural Areas; Rural Education; Teacher Education; Vocational Education
IDENTIFIERS- *Asia; Commemorative Events; Pacific Region; *UNESCO

This bibliography of approximately 1,850 published and unpublished materials concerning all aspects of education in Asian and Pacific countries updates a 1979 bibliography by the same organization. Types of materials listed include conference papers, research reports, books, statistical compilations, government/international organization publications, journal articles, and directories. Entries occur alphabetically by author in 35 sections: Asia and the Pacific, Afghanistan, Australia, Bangladesh, Bhutan, Burma, People's Republic of China, Kampuchea, Democratic People's Republic of Korea, Fiji, Hong Kong, India, Indonesia, Iran, Japan, Kiribati, Laos, Malaysia, Maldives, Mongolia, Nepal, New Zealand, Pacific Islands, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Socialist Republic of Viet Nam, Singapore, Sri Lanka, Thailand, Tonga, Turkey, and the USSR. Publication dates for entries range from the mid-1970s to the mid-1980s with the majority of items published between 1979 and 1984. The bibliography includes some foreign language materials, although most items are in English. The bibliography is based on materials available in the Library and Documentation Service of the UNESCO Regional Office for Education in Asia and the Pacific. (LFL)

ED 282 723 SE 048 146

Directory of Awards. FY 1986.
National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
PUB DATE- Apr 87
NOTE- 326p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Awards; *College Science; *Demonstration Programs; Elementary School Science; Elementary Secondary Education; Fellowships; Graduate Study; *Grants; Higher Education; *Science Curriculum; Science Education; *Science Programs; Secondary School Science; Teacher Education
IDENTIFIERS- *National Science Foundation

The National Science Foundation (NSF) provides awards for education and research in the sciences, mathematics, and engineering. This publication contains information on fiscal year 1986 awards. An introductory section reviews the goals of NSF's education program and the long-range goals of the Directorate for Science and Engineering Education. Data on fiscal appropriations are provided and the directorate staff and advisory committee are identified. An index lists the awards alphabetically by state and specifies the institution, project director, and discipline addressed. Information on each award includes: (1) project director's name; (2) institution; (3) award number; (4) award amount; (5) time duration; (6) discipline area; and (7) project title and abstract. Appendices contain lists of graduate fellowship awards, minority graduate fellowship awards and NATO postdoctoral fellowship awards. (ML)

Texas State Library. Annual Report, 1986.
Texas State Library, Austin.
PUB DATE- 86
NOTE- 1,109p.; For 1985 report, see ED 273 293.
LANGUAGE- English
EDRS Price - MF08/PC45 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Continuing Education; Disabilities; Disadvantaged; Institutionalized Persons; Library Acquisition;

Library Administration; Library Networks; Library Planning; *Library Statistics; Limited English Speaking; Program Costs; *Program Descriptions; Program Evaluation; Public Libraries; Regional Libraries; Shared Library Resources; *State Programs; *Statistical Data
IDENTIFIERS- *Library Services and Construction Act; *Texas State Library

Fiscal year 1986 activities are summarized in the following reports: (1) Library Services and Construction Act (LSCA) Executive Summary; (2) Title I Financial Report--Fiscal Year 1985 Carryover; (3) Title III Financial Report--Fiscal Year 1985 Carryover; (4) Title I Financial Report--Fiscal Year 1986; (5) Title III Financial Report--Fiscal Year 1986; (6) Summary of Unexpended Carryover; (7) Summary of Fiscal Year Report; and (8) Financial and Performance Report Certification. Performance reports, accompanied by LSCA Annual Program Reports and Establishment and Incentive Grant Project Evaluation Reports, are also included for the following Title I projects: (1) Project 1: Areas without Services; (2) Project 2: Areas with Inadequate Services; (3) Project 3: Services to the Disadvantaged; (4) Project 4: Services to Physically Handicapped; (5) Project 5: Services to Institutionalized; (6) Project 7: Major Urban Resource Libraries; (7) Project 9: Services to Limited English-Speaking; (8) Project 11: Literacy Programs; and (9) Project 13: Administration. Reports for Title II, Project 1: Public Library Construction, and for Title III, Project 3: Establishing, Expanding, and Operating Library Networks are also provided. (KM)

ED 282 609 JC 870 261

Maryland Community Colleges 1986 Program Evaluations.

Maryland State Board for Community Colleges, Annapolis.

PUB DATE- May 87
NOTE- 170p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Transfer Students; *Community Colleges; Educational Assessment; Education Work Relationship; *Enrollment; Followup Studies; Job Placement; Legal Assistants; *Legal Education (Professions); Program Evaluation; State Surveys; *Statewide Planning; *Transfer Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Maryland

As part of an annual statewide evaluation process, quantitative information on community college education is reviewed by the Maryland State Board for Community Colleges. Subsequently, in particular cases, a qualitative assessment is conducted by individual colleges in response to specific questions raised by the Board. This report provides the results of individual qualitative evaluations of 50 programs throughout the community college system, as well as the results of a statewide evaluation of legal assistant occupational programs. First, the legal assistant program evaluation is presented, including program descriptions, information on student trends and characteristics, program performance, results of college evaluations, and recommendations. The next section contains qualitative program evaluation reports for 50 programs identified as having specific problems (e.g., declining enrollment, low transfer performance, low job placement rates, high costs, inadequate student follow-up, or declining number of awards). Each evaluation report includes identifying information on the college, the program, and the level of award; responses to questions posed by the Board regarding such issues as factors accounting for the problem, graduate placement and employer follow-up, and program quality; actions planned by the college to remedy the problems; and Board recommendations concerning the program. (EJV)

ED 282 692 RC 016 264

Bennett, Ruth, Ed.; And Others
Yurok Sentences.

California State Univ.-Humboldt, Arcata. Center for Community Development.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 86
NOTE- 25p.; For related documents, see RC 016 262-265.
LANGUAGE- Yurok; English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Education; *American Indian Languages; American Indians; Bilingual Instructional Materials; Idioms; *Language Patterns; *Native Language Instruction; Phonemic Alphabets; *Sentences
IDENTIFIERS- California; *Cultural Literacy; UNIFON Alphabet; *Yurok; Yurok (Tribe)

A handlettered collection of approximately 220 commonly-used expressions and sentences in the language of the Yurok Indians of northwestern California includes common English equivalents as well as word-for-word translations. (LFL)

ED 282 708 RC 016 280

Bennett, Ruth, Ed.; Goodwin, Norman
Karuk Fishing.
California State Univ.-Humboldt, Arcata. Center for Community Development.

PUB DATE- 82
NOTE- 25p.; For related documents, see RC 016 276-282.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *American Indian Culture; *American Indian Education; American Indians; *American Indian Studies; Conservation (Environment); Cultural Awareness; *Cultural Background; Elementary Secondary Education; *Native Language Instruction; Personal Narratives; Values
IDENTIFIERS- California; Cultural Literacy; Cultural Preservation; *Fishing; Fishing Nets; Karuk; *Karuk (Tribe); UNIFON Alphabet

A booklet on traditional fishing practices of the Karuk Indians of northwestern California is presented in the formal, literary English speech of Norman Goodwin, a Karuk medicine man involved in preserving ancient tribal traditions. Empirical information and personal narratives are combined in descriptions of different kinds of nets, social rules governing fishing, type of skills and attitudes involved, rituals, and personal experiences in learning how to fish. Karuk words are included in the English text; 60 common expressions and terms concerning fishing are provided in English, Karuk, and Karuk Unifon. Recall of information is tested with a set of 12 questions and responses in English. (LFL)

ED 282 739 SE 048 162

Treagust, David F.
Exemplary Practice in High School Biology Classes.

PUB DATE- Mar 86
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Case Studies; Demonstration Programs; *Educational Quality; High Schools; Inquiry; Instructional Effectiveness; Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; Student Motivation;

*Teacher Effectiveness; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Australia; *Science Education Research

In a response to lower test scores in science and mathematics in Australia, the Western Australian Institute of Technology conducted a study to identify high quality science and mathematics teachers in Western Australian schools. This paper describes the teaching practices of one male and one female teacher of biology from two different schools. It identifies those teaching practices which may be considered exemplary and worthy of attention and analysis by other teachers and teacher educators. The study addresses specific aspects of: (1) the intended curriculum; (2) the implemented curriculum; (3) the perceived curriculum; and (4) the achieved curriculum, in terms of the teaching of biology at the high school level. The major focus of these case studies is on the implemented curriculum, particularly with regard to the teachers' classroom organization and management, handling of students from different ability levels, student motivation, and the nature of the academic work. While both teachers were identified as being exemplary, there were differences found in their instructional approaches which tended to be attributed to the personality and teaching philosophy of each teacher. (TW)

ED 282 754 SE 048 180

Miiller, Marnie
Resources and Wastes. In-Service Package for Volunteer Workshop Leaders.
British Columbia Ministry of Environment and Parks, Victoria. Information Services Branch.
REPORT NO.- ISBN-0-7726-0431-2
PUB DATE- Jul 86
NOTE- 156p.

AVAILABLE FROM- Ministry of Environment & Parks, Information Services Branch, 810 Blanshard St., Victoria, B.C., Canada V8W 1X5 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Environmental Education; Environmental Standards; Foreign Countries; Interdisciplinary Approach; *Learning Activities; Pollution; Recycling; *Resources; Science Education; Science Instruction; Secondary Education; *Secondary School Science; Waste Disposal; *Wastes
IDENTIFIERS- *British Columbia; *Environmental Management
Designed to be used as a supplementary teaching aid for subjects such as science, social studies, and environmental education, this packet of modules contains materials related to waste and waste management for secondary level students. Each of the eight modules consists of a teacher's page, background information, references, questions, projects, and activities. Module titles include: (1) "Resources and Wastes" (providing an overview to waste management and production); (2) "Waste Streams" (focusing on wastes produced in domestic and industrial streams); (3) "Waste Management" (reviewing management practices); (4) "Wastes Costs" (explaining costs of wastes); (5) "Resource Recovery" (focusing on the costs, benefits, barriers, and incentives associated with resource recovery); (6) "Roles, Responsibilities, and Legislation" (identifying legal factors); (7) "Consumer Choices" (exploring the consumers' decisions and effects of these decisions); and (8) "Getting Involved" (outlining specific ways of reducing wastes and improving management practices). A separate teaching guide is also provided which contains suggestions for use and points out additional references, periodicals, and audiovisual materials. (ML)

DOCUMENT RESUME

ED 282 770 SE 048 196

Munby, Hugh; Russell, Tom
Science Education and the Epistemology of Schools: Neglected Facets of Subject Matter.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Science; Elementary Secondary Education; *Epistemology; Foreign Countries; Instructional Improvement; Learning; Philosophy; *Science and Society; Science Curriculum; Science Education; *Science Instruction; Science Teachers; *Scientific Attitudes; *Scientific Literacy; Scientific Principles; Secondary School Science; Teaching Methods

Perspectives on the nature of subject matter in science are offered in this paper. It is proposed that science and its context are better viewed as shifting rather than remaining fixed. The rational, moral, and authentic nature of science is explained in reference to education in general and more specifically to the contexts of the science teacher and the individual student. Ideas are presented on: (1) the widening gap between science and "school science"; (2) shifts in an understanding of science's epistemology; (3) science and shifting linguistic contexts; (4) the seductiveness of "science for all"; (5) the epistemology of science; and (6) the challenge of science education. A list of references is included. (ML)

DOCUMENT RESUME

ED 282 785 SO 017 775

Sowell, Thomas
Patterns of Black Excellence. Ethics and Public Policy Reprint 5.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-004-4
PUB DATE- Dec 77
NOTE- 38p.
AVAILABLE FROM- Ethics and Public Policy Center, 4720 Boston Way, Latham, MD 20706 ($.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Black Achievement; Black Education; Black History; *Black Institutions; *Black Students; Educational History; Educational Quality; *Educational Trends; Elementary Secondary Education; *School Demography; *School Effectiveness; School Role; School Statistics

The history of the advancement of blacks in the United States is almost a laboratory study of human achievement. But the story of how millions of people developed from the depths of slavery--acquired work skills, personal discipline, human ideals, and the whole complex of knowledge and values required for achievement in a modern society--is a largely untold story. One small but important part of this advancement has been educational achievement. There are a number of successful black schools in various cities that exemplify this educational excellence. For the purposes of this study, six high schools and two elementary schools were selected. Some of the schools were once outstanding but are no longer, while others are currently academically successful. The research of the schools extended beyond such intangibles as atmosphere and school/community relations, as these could be either observed or reconstructed from documents and from interviews. The schools studied were: Booker T. Washington High School (Atlanta), St. Paul of the Cross (Atlanta), Frederick Douglass High School (Baltimore), McDonough 35 High School (New Orleans), St. Augustine High School (New Orleans), Xavier Prep (New Orleans), P.S. 91 (Brooklyn), and Dunbar High School (Washington, DC). (BZ)

DOCUMENT RESUME

ED 282 800 SO 018 139

Maas, Jeanette P., Ed.; Stewart, Robert A. C., Ed.
Toward a World of Peace: People Create Alternatives. Proceedings of the International Conference on Conflict Resolution and Peace Studies in the United Nations Year of Peace, 1986 (1st, Suva, Fiji, August 1986).
REPORT NO.- ISBN-982-01-0003-8
PUB DATE- Nov 86
NOTE- 615p.; Photographs may not reproduce.
AVAILABLE FROM- University of the South Pacific, Box 1168, Suva, Fiji ($14.00; $10.00 plus postage, quantity orders).
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; *Disarmament; *International Cooperation; International Organizations; *International Relations; Nuclear Warfare; *Peace; World Affairs; *World Problems
IDENTIFIERS- *Global Survival

This book is a review of the 1986 United Nations International Year of Peace conducted at an international conference in Fiji. The theme of the conference was "People Create Alternatives," and the issues of conflict resolution and avoiding global destruction were addressed. Specific topics discussed were: (1) "Theories and Techniques of Conflict Resolution"; (2) "Nationalism vs. the World as Expanded Community"; (3) "Economic Factors in Relationship to Conflict"; (4) "Confronting the Nuclear Crisis"; (5) "Human Rights in the Developing World and Everywhere Else"; (6) "Peace Studies and Research"; and (7) "Super Power Rivalry in the Pacific Basin." Also included are proceedings from the following symposia: (1) "The Rotary Center for World Understanding and Peace"; (2) "Globalizing Teacher Education: A Vehicle for Peace"; (3) "Developing Curricula for Peace Education in Secondary Schools"; (4) "Awakening the Sleeping Dragons"; and (5) "International Physicians for the Prevention of Nuclear War." One of the richest elements of the conference was the interdisciplinary character of the participants. The book describes how the contributions of these many fields of study can aid in the search for a clearer definition of the problems that face the world and potential solutions to those problems. (SM)

DOCUMENT RESUME

ED 282 815 SO 018 237

Zimmermann, Warren
The Evolving Soviet Approach to Human Rights. Current Policy No. 929.
Department of State, Washington, DC. Bureau of Public Affairs.
PUB DATE- Apr 87
NOTE- 5p.; Address presented at the Conference on Security and Cooperation in Europe (Vienna, Austria, January 27 and February 20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Liberties; Diplomatic History; Foreign Countries; Foreign Policy; Freedom of Speech; International Cooperation; International Law; *International Relations; Programing (Broadcast); *Treaties; World Affairs
IDENTIFIERS- United States; *USSR

The Soviet Union (USSR) is a different place from what it was two years ago. The essential nature of these differences is, however, not obvious and the picture remains mixed. Recent developments involving political prisoners, freedom to travel and emigrate, broadcast jamming, and Czechoslovak relations seem to indicate that the Soviet society is at a turning point. It will be apparent whether Soviet society will turn in a positive direction only when predictions become reality, when promises become performance, when gestures become practices, when episodes become patterns, and when isolated steps become a long march. In the view of the United States, implementation is the key element in the entire process. New proposals can be an incentive to implementation; they must not be a substitute for it. In that spirit, the United States and 16 other Western countries have, during the past two weeks, introduced 16 proposals covering the entire human dimension of the Helsinki Final Act. They are focused a single objective: implementation. (BZ)

DOCUMENT RESUME

ED 282 830 SP 028 826

Howley, Edward T.; Franks, B. Don
Health/Fitness Instructor's Handbook.
REPORT NO.- ISBN-0-87322-064-1
PUB DATE- 86
NOTE- 377p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Marketing Director, Box 5076, Champaign, IL ($26.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Dietetics; Exercise; Exercise Physiology; *Health Education; Injuries; *Life Style; Nutrition; *Physical Fitness; Stress Variables

This book identifies the components of physical fitness that are related to positive health as distinct from the simple performance of specific motor tasks. The positive health concept is expanded to further clarify the relationship of physical fitness to total fitness. The disciplinary knowledge base that is essential for fitness professionals is reviewed, and strategies for improving physical fitness are identified. Ways are also suggested for safely and efficiently administering fitness programs. Chapter titles are: (1) Fitness, Lifestyle, and Health; (2) Evaluation of Health Status; (3) Exercise Physiology; (4) Anatomy and Kinesiology; (5) Relative Leanness; (6) Cardiorespiratory Fitness; (7) Strength, Endurance, and Flexibility; (8) Relaxation and Arousal; (9) Exercise Programming for Aerobic Activity; (10) Energy Costs of Activity; (11) Exercise Programs; (12) ECG and Medications; (13) Behavior Modification; (14) Injury Prevention and Treatment; and (15) Administrative Concerns. Suggested readings are presented at the end of each chapter and references are provided for the health professional. (JD)

DOCUMENT RESUME

ED 282 846 SP 028 871

Fabert, Barbara F.; And Others
An Analysis of Instructional Designs of Effective Elementary Teachers. Final Report.
PUB DATE- May 87
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Strategies; Elementary Education; *Elementary School Teachers; *Instructional Effectiveness; *Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; Teacher Student Relationship

This study focused on using the concept of instructional designs, or the interactive patterns of teacher and student behaviors in educational settings, to describe and classify the instructional strategies of effective elementary school teachers. Another focus of the study was to determine which instructional designs were associated with specific characteristics of effective teachers. The Instructional Designs Taxonomy (IDT) was developed to observe and categorize classroom instructional activities as 10 macro and 25 micro instructional design elements. The teachers also responded to a Teacher Self-Checklist, designed to discriminate the specific research characteristics of each effective elementary teacher. Forty-one teachers, kindergarten through fifth grade, from rural elementary schools in east central Kansas, participated in the study. Results indicated that many effective teachers shared similar characteristics and priorities in teaching and that effective teachers also regularly used a wide variety of instructional designs depending upon the situation. Appendices, which make up the major portion of the document, include the IDT, the Teacher Self-Checklist, summary of responses to the checklist, summary of observed instructional designs, and letters and forms used in the observation and analysis. (CB)

DOCUMENT RESUME

ED 282 861 SP 028 899

Gezi, Kal; Gezi, Charlotte
Improving the Teaching Profession: Analysis of Two Recent Reports.
PUB DATE- Dec 86
NOTE- 11p.; Paper presented at the Comparative and International Education Society (Manoa, HI, December 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Needs Assessment; Policy Formation; Program Improvement; *Summative Evaluation; *Teacher Improvement; Teaching (Occupation)
IDENTIFIERS- California; Nation Prepared (A); *Who Will Teach Our Children

This paper raises issues regarding two reports on improving teaching: the Report of the California Commission on the Teaching Profession, "Who Will Teach Our Children: A Strategy for Improving California's Schools" and the Carnegie Report, "A Nation Prepared: Teachers for the 21st Century." A brief review is presented on the background and rationale for the reports and the broad recommendations they generated. Questions are raised on the feasibility of some specific recommendations made by the two reports. A bibliography is included. (JD)

DOCUMENT RESUME

ED 282 877 SP 028 935

Tisher, Richard P.
A Decade of Research on Teacher Education in Australia.
PUB DATE- Apr 87
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Professional Development; Program Descriptions; *Teacher Characteristics; *Teaching (Occupation); *Teaching Experience
IDENTIFIERS- *Australia

This paper reviews research that has been done in Australia on teacher education in the past decade. It presents some perspectives on the potential of that research to inform practice and to improve the process of teacher education. The research projects studied included preservice education, the induction of beginning teachers, and the professional development of experienced teachers through inservice education. The research methodology of the studies was empirical: personal observations, case studies, surveys, experiments, and action research. The reports are clustered under headings that describe the major theme addressed by the project: (1) perceptions of teaching as a career; (2) characteristics of teacher trainees; (3) the nature and impact of preservice programs; (4) skill and other components in preservice teacher education; (5) school experience--the supervisor and the practicum; (6) beginning teachers--provisions, concerns and attitudes; and (7) needs and provisions for inservice education. The type of research used in each project is described, and summaries of salient findings are presented. Over 100 references are included. (JD)

DOCUMENT RESUME

ED 282 892 TM 870 265

Bierschenk, Bernhard
Perception of Quality of Life. Cognitive Science Research No. 16.
Lund Univ. (Sweden).
SPONS. AGENCY- National Swedish Board of Education, Stockholm.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Association Measures; Discriminant Analysis; *Environment; Foreign Countries; High Schools; *Humanism; Models; *Quality of Life; *Science and Society; Slides; *Social Behavior; Social Change; Student Attitudes; Teacher Attitudes; Technological Advancement
IDENTIFIERS- *Sweden

The exploitation of human and physical resources in the 1950s and 1960s to maximize economic and technological expansion has brought about an enhanced awareness of their negative consequences and of the importance of the environment on human well-being. This study focuses on the need for an assessment of an individual's capacity for living in various environmental settings. Three simulated social models illustrating the relationship between an individual and an environment were prepared in a slide series. The three models were: (1) a behavior model, focusing on behavior modification; (2) a humanistic model, focusing on the importance of nature and human dignity; and (3) a growth model, emphasizing steering and control in continous growth. The Swedish model, representing the Swedish way of creating a quality of life was included for comparison. The models were shown to 214 inservice teachers and 57 high school pupils who were asked to assess the possibilities and constraints on life in each social model. Each simulated environment was evaluated for its physical existence, security, freedom of action, efficacy, and adaptability. Results showed that the growth and behavior models were viewed favorably. Contrary to expressed preferences toward humanistic values discriminant analysis indicated that the growth model was conceived as the best way to secure quality of life. (JAZ)

DOCUMENT RESUME

ED 282 906 TM 870 317

Willett, John B.; Singer, Judith D.
Interpreting the Results of Weighted Least-Squares Regression: Caveats for the Statistical Consumer.
PUB DATE- Apr 87
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Error of Measurement; Estimation (Mathematics); *Goodness of Fit; *Least Squares Statistics; *Mathematical Models; *Predictor Variables; *Regression (Statistics); Scaling; Statistical Studies
IDENTIFIERS- *SPSS Computer Program; *Weighted Data

In research, data sets often occur in which the variance of the distribution of the dependent variable at given levels of the predictors is a function of the values of the predictors. In this situation, the use of weighted least-squares (WLS) or techniques is required. Weights suitable for use in a WLS regression analysis must be estimated. A variety of techniques have been proposed for the empirical selection of weights with the ultimate objective being a better "fit." The outcomes of the analysis must be interpreted once the fitting is complete. Problems can arise in the interpretation of some of the statistics when using a computer package. In this paper, such problems in the application and interpretation of WLS regression using the SPSS statistical package are demonstrated, both algebraically and by example. For the purposes of the example, an artificial data set (whose underlying parametric structure is known) has been created. Each of the statistics commonly reported in the WLS regression analysis of such a data set are isolated and their interpretation discussed. Where necessary, adjusted statistics that more reasonably represent the outcomes of the analysis are proposed and their use illustrated. (BAE)

DOCUMENT RESUME

ED 282 920 TM 870 336

Torrence, David R.
Changing Answers as a Testing Strategy for Taking Objective Tests.
PUB DATE- 1 Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Correlation; *Error of Measurement; *Guessing (Tests); Mechanics (Process); Multiple Choice Tests; *Objective Tests; Skilled Workers; Testing; *Test Theory; Test Validity; *Test Wiseness
IDENTIFIERS- Chi Square Analysis

This was a replicative study that was initiated with a journeyman level certification instrument for an international union, when industry monitors were observed suggesting to examinees to "go with your first response." The question arose whether this was a researched-based practice. If not, wouldn't this practice inject constant error into the data, hence bring empirical validity into question? Using one hundred randomly selected examination answer sheets, erasures were catagorized as right to wrong, wrong to right, and wrong to wrong. A chi-square analysis found a significant gain in correct over incorrect changes. This was similar to studies performed with college students. The study restates the impact of changing answers on an objective examination; suggests that any non-standardized test-taking directions could inject constant error into the test data; and that the quantitative data on changing answers that was found for college students can be generalized to a non-college, technical, industrial population. (Author)

DOCUMENT RESUME

ED 282 933 TM 870 375

Galbraith, Lynn
Evaluating the Governance Structure of a College Department: Processes and Issues.
PUB DATE- 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; *College Governing Councils; Credibility; Decision Making; Evaluators; *Governance; Higher Education; *Integrity; Interviews; *Program Evaluation; Research Design; *Teacher Centers
IDENTIFIERS- Honesty; Objectivity; *University of Nebraska Lincoln

An internal evaluation was carried out on the governing procedures of the Center for Curriculum and Instruction at the University of Nebraska-Lincoln during the spring semester, 1985-86. The evaluation focused on the major governance committee within the Center (the Center Executive Committee) and its relationship with the two other forms of governance within the center--faculty meetings and the Graduate Committee. The Committee had not been evaluated since it was formed in 1981 to join the former two Departments of Secondary and Elementary Education. The Center was searching for a new Director during this period, and was also subjected to reallocation and economic changes that were taking place within the College and the University. The evaluation uncovered a number of levels of satisfaction and dissatisfaction with the governance procedures by the faculty. It also raised the following issues about the evaluation: (1) the credibility of the evaluator; (2) the actual interview format and treating all subjects equally; (3) the confidentiality and nonidentification of individuals; (4) honesty in the veracity and accuracy of the interviews; (5) objectivity in directing and documenting the interviews; and (6) the professional integrity demonstrated throughout the evaluation. (Author/JAZ)

DOCUMENT RESUME

ED 282 947 UD 025 547

Passow, A. Harry
Closing the Achievement Gap between Educationally Disadvantaged and Other Populations.
PUB DATE- Jan 87
NOTE- 28p.; Paper presented at the Texas Education Agency Annual Mid-Winter Superintendents Conference (Austin, TX, January 28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Curriculum Development; Dropout Prevention; Educational Environment; *Educational Improvement; *Educationally Disadvantaged; Elementary Secondary Education; Grouping (Instructional Purposes); *High Risk Students; *Instructional Leadership; Parent Participation; School Districts; *Superintendents; Teacher Recruitment

This paper suggests 15 steps school superintendents can take to help close the gap between the educationally disadvantaged and other student populations. Superintendents should do the following: (1) create a vision of what an achieving educational community is; (2) implement goals and strategies which create a positive educational climate; (3) give highest priority to creating the conditions which will attract, retain, reward, and nurture a competent, effective staff; (4) model a research-based approach for the professional staff in designing curriculum and instruction; (5) make instructional program and service coordination a high priority for building principals and staff members; (6) help develop and implement curriculum and instruction which is developmental rather than remedial; (7) help create an early childhood program; (8) ensure availability of appropriate compensatory education; (9) provide leadership in creating an effective policy toward grouping of students; (10) help create an effective policy for identifying and nurturing the educationally disadvantaged gifted and talented; (11) help change secondary schools into healthy, nurturing environments; (12) develop and implement a policy regarding instruction of students with limited or no English; (13) develop a policy regarding equal access to instructional technology; (14) develop a policy for involving parents; and (15) help develop an educative community in which school plays a central, coordinating role. (PS)

DOCUMENT RESUME

ED 282 961 UD 025 570

Momeni, Jamshid A., Ed.
Race, Ethnicity, and Minority Housing in the United States.
REPORT NO.- ISBN-0-313-24848-6
PUB DATE- Nov 86
NOTE- 224p.
AVAILABLE FROM- Greenwood Press, Inc., 88 Post Road West, Box 5007, Westport, CT 06881 ($35).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; American Indians; Asian Americans; Blacks; *Ethnic Discrimination; Family Life; Hispanic Americans; Housing Discrimination; *Housing Opportunities; *Minority Groups; Poverty; Public Housing; *Racial Discrimination; *Social Differences; Whites

Access to adequate housing is a strong indicator of inequality between whites and minority groups. Although the government has played an important role in the provision of housing for minorities through Federal Housing Acts, the recent trend is toward continuing discrimination in home rental and ownership. This book contains the following 11 chapters: (1) A Historical Review of Changes in Public Housing Policies and Their Impacts on Minorities; (2) Racial Inequalities in Housing: An Examination of Recent Trends; (3) Racial Inequalities in Home Ownership; (4) Blacks and the American Dream of Housing; (5) Housing Policy and Suburbanization: An Analysis of the Changing Quality and Quantity of Black Housing in Suburbia since 1950; (6) The Housing Conditions of Black Female-headed Households: A Comprehensive Analysis; (7) Accessibility to Housing: Differential Residential Segregation for Blacks, Hispanics, American Indians, and Asians; (8) Su casa no es mi casa: Hispanic Housing Conditions in Contemporary America, 1949-1980; (9) American Indian Housing: An overview of Conditions and Public Policy; (10) Housing Problems of Asian Americans; and (11) Minority Housing Needs and Civil Rights Enforcement. Statistical data are presented in tables and figures. Notes about the contributors and a bibliography are included. (VM)

ED 282 771 SE 048 197

Human Talent for Competitiveness.

National Science Foundation, Washington, D.C.
REPORT NO.- NSF-87-24
PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Science; Elementary Secondary Education; Employment Patterns; Engineering Education; Engineers; Enrollment Trends; Higher Education; Minority Groups; *Science and Society; *Science Careers; *Science Education; Science Instruction; Scientific Personnel; *Scientists; Student Recruitment
IDENTIFIERS- *National Science Foundation

Designed as one means of drawing attention to the need for quality scientific and technical education for today's youth, this booklet examines recent trends in education and demography and discusses their implication in producing scientists and engineers for the future. Information is presented on: (1) the need for a scientific and technical workforce; (2) recent decline in degrees awarded in science/engineering fields in the United States; (3) demographic trends; (4) strategies for the present and future in increasing participation in science/engineering programs; and (5) need for science/engineering education. Eight graphs are included. (ML)

ED 282 786 SO 017 805

Neuhaus, Richard John
What the Fundamentalists Want. Ethics and Public Policy Reprint 61.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-099-0
PUB DATE- Oct 85
NOTE- 13p.
AVAILABLE FROM- Ethics and Public Policy Center, 4720 Boston Way, Latham, MD 20706 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Church Role; Modernism; Nonprofit Organizations; *Religious Conflict; Religious Cultural Groups; *Religious Differences; Religious Education; *Religious Organizations; Social Sciences; *State Church Separation
IDENTIFIERS- *Religious Fundamentalism
The people of the United States have always been determinedly religious. What is new is the public recognition of this fact and the debate over the problems that attend it. In high schools and colleges across the country, students are reading textbooks that state as fact that the United States is, or is rapidly becoming, a secular society, an assumption not supported by empirical evidence. The massive "Middletown III" study of Muncie, Indiana, directed by Theodore Caplow concluded that the people of the United States are more religious today than they were a hundred years ago. Although the public resurgence of religion is hardly limited to fundamentalism, fundamentalists are a primary focus of the public debate. Fundamentalist political activism may be viewed as an "aggressive defense." This defense is directed against what they perceive to be governmental actions dictated by "secular humanists." However, even those who try to understand the religious Right sympathetically wonder exactly what the Fundamentalists want. One useful answer is the American Coalition for Traditional Values' (ACTV) list of ten issues in its campaign to "restore traditional moral and spiritual values" to U.S. life. The list includes prayer and Bible reading in public schools, a "pro-life" constitutional amendment, legal restrictions on pornography, an end to state "harassment" of Christian schools, resistance to feminist and gay rights legislation, increased defense spending, and the termination of social programs that may only increase the dependency of the poor. (BZ)

ED 282 816 SO 018 239

Sloan, Stanley R.

East-West Relations in Europe. Foreign Policy Association Headline Series, No. 278.

Foreign Policy Association, New York, N.Y.

REPORT NO.- ISBN-0-87124-108-0

PUB DATE- Mar 86

NOTE- 69p.

AVAILABLE FROM- Foreign Policy Association, 205 Lexington Avenue, Ne York, NY 10016 (1-9 copies, $4.00 ea., discount on larger quantities).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serial (022)

DESCRIPTORS- Foreign Countries; *Foreign Policy; Instructional Materials; International Cooperation; *International Relations; *International Studies; Political Science; Secondary Education; Treaties; World Affairs

IDENTIFIERS- Germany

This booklet is one of a series on world issues that investigates East-West relations in Europe by addressing important questions and dilemmas. These include: (1) What are the goals of the European countries in their relations with one another? (2) How do they view the division of Europe, its origins and its consequences? (3) To what extent are the goals of the East and West European states in conflict with the interests of their superpower allies? Chapter 1 describes how and why Europe is divided. Topics emphasized include the structure of a divided Europe, the economic division, and the social and cultural division of Europe. Chapter 2 analyzes the notion of a divided Germany living at the heart of a divided Europe. Topics within the chapter include the evolution of the German question, the persistence of West Germany's Eastern polices, and various contemporary perspectives on the German question. Chapter 3 describes strategies for overcoming the division of Europe. These include a discussion of Europe between the superpowers, a modified European Security System, and moving toward change through multilateral and bilateral links. Chapter 4 investigates future issues and implications. The "Talking It Over" section offers questions for students and discussion groups. The report includes maps, graphs, and a reading list. (RSL)

ED 282 831 SP 028 829

Gill, Diane L.
Psychological Dynamics of Sport.
REPORT NO.- ISBN-0-87322-070-6
PUB DATE- 86
NOTE- 286p.
AVAILABLE FROM- Marketing Director, Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 ($23.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Need; *Athletics; Competition; *Group Activities; Individual Characteristics; *Individual Differences; Morale; *Sport Psychology; Teamwork

This book provides a comprehensive review of the branch of sport and exercise science that focuses on the psychological aspects of human behavior. Part I presents a general orientation to the field, including an introduction and description of sport psychology and a discussion of the history and current status of the field. Individual differences or personality characteristics that influence human behavior in sport and exercise are discussed in Part II. Part III reviews motivation, including the relationship between intrinsic rewards, the role of expectations and self-confidence, and the influence of attributions on sport achievement behavior. Part IV focuses upon social situational factors, such as the influence of other people as spectators, and social interaction, specifically aggression and prosocial behavior in sport. The final section discusses the dynamics of sport groups. The appendices include a sport competition anxiety test for adults and a sample progressive relaxation exercise. References are also included. (JD)

ED 282 847 SP 028 872

Erickson, Frederick; And Others
Teachers' Practical Ways of Seeing and Making Sense: A Final Report.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Sep 86
NOTE- 671p.
CONTRACT- 400-81-0014
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Elementary Education; *Elementary School Teachers; *Observation; *Student Behavior; Suburban Schools; *Teacher Attitudes; Teacher Behavior; Teacher Student Relationship; *Teaching Experience; Urban Schools

This study examined how different elementary school teachers learn to observe and make practical sense of what happens in their classrooms daily. The major focus of the study was on: (1) how teachers' ways of seeing are learned and how they change across years of experience in teaching and within each school year; (2) how what teachers come to notice and interpret in their classrooms may differ as a result of their experience in teaching in inner-city or suburban schools; and (3) how teachers' practical seeing-from-within-the action may differ from the more distanced observation patterns of intermittent visitors to the classroom. Those studied included experienced teachers, first-year teachers, and undergraduate majors. The first section of this report identifies the main themes of the study. The second section contains four case studies of experienced teachers who were observed and interviewed over an entire school-year, and case studies of four beginning teachers, and then compares the ways of seeing of beginning and experienced teachers. The final section of the report reviews the main themes from the case studies of the beginning and experienced teachers. A survey of conclusions is presented derived from the various case studies, and the implications of these findings for preservice and continuing teacher education are discussed. The implications of the findings for policy decisions regarding the nature of the work life and professional socialization of teachers are discussed. (JD)

ED 282 862 SP 028 900

Slavin, Robert E.
Cooperative Learning: Student Teams. What Research Says to the Teacher. Second Edition.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1074-4.
PUB DATE- 87

NOTE- 33p.; For the first edition, see ED 222 489.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Group Dynamics; *Instructional Effectiveness; *Peer Teaching; Social Development; *Teaching Methods
IDENTIFIERS- *Cooperative Learning

A review of the research regarding the effectiveness of cooperative learning methods (particularly student teams) indicated that when the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially. The greatest strength of cooperative learning methods is the wide range of positive outcomes that have been found in the research. Cooperative learning methods are usually inexpensive and easy to implement. Teachers need minimal training to use these techniques. The widespread and growing use of cooperative learning techniques demonstrates that, in addition to their effectiveness, they are practical and attractive to teachers. Among such methods are the Student Team Learning procedure (developed at Johns Hopkins University, Maryland); student teams-achievement divisions; teams-games-tournaments; team-assisted individualization; cooperative integrated reading and composition; jigsaw; learning together; and group investigation. (CB)

ED 282 878 SP 028 937

Brouwer, Niels
Cooperation Structures in Preservice Teacher Education Programmes and Their Effects on Beginning Teachers' Classroom Performance.
PUB DATE- 24 Apr 87
NOTE- 84p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Some tabular material contains small print.
AVAILABLE FROM- PDI-RUU, Biology Department, Opaalveg 20, 3523, RP Utrecht, Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Cooperating Teachers; *Curriculum Design; Foreign Countries; Higher Education; Longitudinal Studies; Preservice Teacher Education; *Program Implementation; *Research Design; Stress Variables; Student Teachers; Student Teacher Supervisors; *Teacher Education Programs

In this paper the first descriptive results of a longitudinal study of organization and learning effects of 24 preservice teacher education programs are reported. Between August 1982 and November 1986 different kinds of qualitative as well as quantitative data were collected among 357 students and their 31 university supervisors and 128 cooperating teachers from the College of Education, University of Utrecht, the Netherlands. The paper opens with an introduction of the research questions and the policy context from which they arose. Then, after dealing with the model and the design used in the study, it presents research results about three issues: (1) conditions of the integrative curriculum design; (2) implementation of integrative curriculum design; and (3) "transition shock" and beginning teachers' classroom performance. As this study is still in progress, the paper concludes with a discussion of some tentative answers to the research questions. (Author)

ED 282 907 TM 870 318

Haladyna, Thomas M.; And Others
Item Shells: Progress and Potential.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Difficulty Level; Health Personnel; Item Banks; *Multiple Choice Tests; *Professional Training; Summative Evaluation; *Test Construction; *Test Items
IDENTIFIERS- *Item Shells

This paper discusses the development and use of "item shells" in constructing multiple-choice tests. An item shell is a "hollow" item that contains the syntactic structure and context of an item without specific content. Item shells are empirically developed from successfully used items selected from an existing item pool. Use of item shells in item writing is a compromise between conventional methods, with considerable freedom in developing items, and the newer approaches, with little or no freedom in developing items. This paper evaluates the item shell technique from the standpoint of training item writers in health care professions. The following criteria were applied in the evaluation: difficulty, productivity, quality, helpfulness, satisfaction, editorial quality, and item performance. Most writers indicated that the quality of their items would remain the same using either method (conventional or item shells). Item shells were found useful for generating items in specific areas of need within a test item pool. Comments about ease of use were positive, though some suggested that the shells be used only in specific situations. The majority of item writers indicated that they could generate more items with item shells. Because the item shells were developed from previously edited items, items that adhered to the shells were editorially sound. The study concludes that further evaluation is needed. (JAZ)

ED 282 921 TM 870 339

Cope, Ronald T.

A Generalizability Study of the Angoff Method Applied to Setting Cutoff Scores of Professional Certification Tests.

PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Certification; Correlation; *Cutting Scores; Error of Measurement; *Feedback; *Generalizability Theory; *Interrater Reliability; *Judges; Licensing Examinations (Professions); Statistical Analysis; *Test Items; Validity
IDENTIFIERS- *Angoff Methods; Standard Setting

This study used generalizability theory and other statistical concepts to assess the application of the Angoff method to setting cutoff scores on two professional certification tests. A panel of ten judges gave pre- and post-feedback Angoff probability ratings of items of two forms of a professional certification test, and another panel of nine judges similarly rated and received feedback for the items of two forms of a similar test for more advanced certification. Feedback for a new item consisted of mean judge rating of the item. Feedback for an old item consisted of mean rating plus the item's p-value for a group of examinees who had scored close to the previous cutoff score. Results show that: (1) mean post-feedback ratings were significantly greater than initial ratings for all four test forms; (2) hypothesized greater internal consistency of second ratings was observed only for the first judge group and test; (3) correlations of mean (over judges) first and second ratings were lower for old items than for new items; (4) judges varied widely in the correlation of their first and second ratings; and (5) most judges were strongly influenced by the marginal-group p-values given for old items. (Author/JAZ)

ED 282 962   UD 025 573

Magnet Schools Assistance Program Final Technical Report: Fall 1986. Research and Evaluation.

Austin Independent School District, Tex. Office of Research and Evaluation.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- Pub-85.41
PUB DATE- 30 Sep 86
NOTE- 320p.; For related document, see UD 025 579. Some pages contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Enrollment Influences; Expenditure per Student; Incentives; *Magnet Schools; Minority Groups; School Desegregation; Science Curriculum; Sex Differences
IDENTIFIERS- Austin Independent School District TX

A program to expand and improve magnet schools in Texas' Austin Independent School District (AISD) was funded by the U.S. Department of Education in 1985-1986. Results of the program were: (1) increased and more stable enrollments in magnet elementary schools; (2) large achievement gains in readings, mathematics and science for students in a high school science magnet program; (3) increased enrollment at a magnet desegregated high school; (4) less overcrowding in nonmagnet elementary schools; (5) an increase in the number of students enrolled in honors courses at the magnet high school; and (6) positive student evaluations of the magnet science academy. Program outcomes which caused some concerns were: (1) a transfer policy which restricted the acceptance of many students to the magnet foreign language program; (2) the lack of applications from minorities and females in the science program on par with their representation in the district; and (3) the lack of significant progress in developing a science magnet curriculum at the elementary school level. This report includes 12 appendices which present detailed graphic and descriptive data on student characteristics, selections, achievement, staff development, curriculum, and expenditures in the magnet programs. (VM)

ED 282 801 SO 018 141

Martin, Jane Roland

Transforming the Liberal Curriculum: Rewriting the Story of Sophie and Emile. Working Paper No. 156.

Wellesley Coll., Mass. Center for Research on Women.

PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; *Educational Principles; Educational Theories; Elementary Secondar Education; *Females; *General Education; Sex Differences; *Sex Role; *Womens Education; Womens Studies

The growing body of literature on transforming the curriculum through the study of women contains several strands which serve as evidence of the range of issues this body of work addresses. It is argued that the genderized ideal of the educated person is an inadequate guide to the education of either sex in the late twentieth century United States. The genderized nature of the assumptions that make up the philosophical framework of the liberal curriculum will be revealed through a discussion of the work of Mary Wollstonecraft, John Dewey, Rousseau, and Plato. In conclusion, the transformational project's own prospects of success will be much improved if its adherents acknowledge the need not only to radically change the liberal curriculum but also to redefine both liberal education and its goals. (BZ)

ED 282 893 TM 870 266

Terwilliger, James S.

Classroom Evaluation Practices of Secondary Teachers in England and Minnesota.

PUB DATE- Apr 87

NOTE- 28p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Rating; Cross Cultural Studies; Educational Practices; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Grading; High School Students; Mathematical Models; School Surveys; Secondary Education; *Secondary School Teachers; *Student Evaluation

IDENTIFIERS- England; Minnesota; *Survey of Grading Practices

This study was designed to obtain descriptive data on the classroom evaluation practices of secondary teachers in two different public school systems. A self-report survey instrument was employed to collect data from 217 teachers in York, England, and 217 teachers in Minnesota. Respondents were asked to indicate which specific techniques they employed and to rate the relative importance of a variety of factors in judging achievement for the purpose of assigning subject matter grades. Analyses of the responses according to four log linear models reveal important interactions among teachers grouped by subject matter (English, Foreign Language, Mathematics, Science, and Social Studies) and by country. The survey results indicate: (1) teachers' judgments were based on a variety of quasi-measurement techniques, as well as on tests; (2) ratings of importance of various types of data reveal that both the educational system and the subject matter have an important bearing upon the relative weight given to specific information; (3) ratings of the remaining factors employed in grade assignment are jointly influenced by both the educational system and the subject matter field; and (4) the primary basis selected by teachers for the assignment of grades is itself significantly influenced by differences in both educational system and subject matter taught. The survey instrument is appended. (Author/GDC)

ED 282 934 TM 870 376

Dufner, Hillrey A.; Alexander, Patricia A.
Effects of Training in Problem Solving on the Problem-Solving Abilities of Gifted Fourth Graders: A Comparison of the Future Problem Solving and Instrumental Enrichment Programs.
PUB DATE- Apr 87
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Tests; Comparative Analysis; *Creative Thinking; *Gifted; Grade 4; Hispanic Americans; Intermediate Grades; Pretests Posttests; *Problem Solving; School Districts; Special Programs; *Training Methods; Transfer of Training
IDENTIFIERS- Coloured Progressive Matrices; Exercise in Divergent Thinking; *Future Problem Solving Program; *Instrumental Enrichment; Standard Progressive Matrices; Weslaco Independent School District TX

The differential effects of two different types of problem-solving training on the problem-solving abilities of gifted fourth graders were studied. Two successive classes of gifted fourth graders from Weslaco Independent School District (Texas) were pretested with the Coloured Progressive Matrices (CPM) and Thinking Creatively With Pictures Figural Booklet B (TCP) to respectively determine their initial levels of ability in well-structured and ill-structured problem solving. The 1984-1985 gorup (n=45) was given problem-solving instruction using the Future Problem Solving (FPS) program. The 1985-1986 group (n=53) was given the thinking skills instruction of Instrumental Enrichment (IE) with no problem-solving structure. Standard Progressive Matrices (SPM) and the Exercise in Divergent Thinking (EDT) were used respectively as posttest measures of well-structured and ill-structured problem-solving abilities. Pretest differences noted were in favor of: the White/other group on the CPM; Hispanic females on the TCP abstractness of titles; and the FPS group on the TCP elaboration score. Significant main effects on posttest measures were noted in favor of: females on total score of the EDT; the FPS group on the EDT fluency; the FPS group on the EDT originality subscore; and, the IE group on the elaboration subscore. With effects of fluency removed from EDT originality, abstractness of titles, elaboration, and total scores, significant main effects in favor of the IE group on total score was noted and the effects of group on originality disappeared. A curriculum with activities from both programs might produce better problem solvers than either program produces alone. (Author/JAZ)

ED 282 948 UD 025 555

Hahn, Andrew; And Others
Dropouts in America: Enough Is Known for Action. A Report for Policymakers and Grantsmakers.
Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
REPORT NO.- ISBN-0937846-87-2
PUB DATE- Mar 87
NOTE- 91p.; For a related document, see ED 271 656.
AVAILABLE FROM- The Institute for Educational Leadership, Publications Department, 1001 Connecticut Ave., N.W., Suite 310, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropout Research; Employment Problems; High Schools; Job Training; School Policy; State Agencies; Urban Education

Droupouts are defined throughout this document (including in its graphic displays) as: early school leavers, expelled, intermittent learners, leftouts, pushouts, stopouts, suspended, and truants. Sufficient research has been done about school dropouts to begin a comprehensive solution. Schools and other institutions must mobilize the knowledge to devise ways of: (1) identifying at risk youth early in their school career, (2) intervening in their personal lives with a unique array of prevention services through longitudinal case management, (3) using skills-training programs to alleviate the crisis of incompetence which alienates dropouts from the labor market, (4) improving training for educators and social service staff, and (5) establishing a state level monitoring agency. In a rebuttal statement by a member of the publication's advisory board, the report is praised for its sense of urgency and commitment, but two caveats are added: (1) research on the problems of dropouts is not yet adequate regarding the implementation or impact of various programs and policies, and (2) ways to coordinate the proposed services to dropouts and at risk youth are vague and lack the framework needed to create an organized efficient agency at the state level. (VM)

ED 282 772 SE 048 198

Baybook: A Guide to Reducing Water Pollution at Home.

Citizens Program for the Chesapeake Bay, Inc., Baltimore, MD.

SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- Aug 86
NOTE- 35p.; Drawings in color will not reproduce clearly.
AVAILABLE FROM- Citizens Program for the Chesapeake Bay, Inc., 6600 York Road, Baltimore, MD 21212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Citizen Participation; *Community Action; *Conservation (Environment); Ecology; *Environmental Education; Marine Education; Natural Resources; *Physical Environment; Quality of Life; *Water Pollution; Water Quality; Water Resources
IDENTIFIERS- *Chesapeake Bay; *Environmental Action

Developed to increase public awareness of the Chesapeake Bay ecosystem, this guide provides information and suggestions for improving the quality of life in the Bay area. Contents include background information and a "what can you do" section on separate topics related to: (1) resources of the Chesapeake Bay watershed; (2) streambank erosion; (3) soil erosion; (4) drainage; (5) septic systems; (6) paving surfaces; (7) landscaping; (8) lawn management; (9) gardening; (10) pest control; (11) household chemicals; (12) water conservation; (13) recreation; and (14) community action strategies. Resources and organizations that can provide assistance and service are identified and phone numbers are provided. (ML)

ED 282 863 SP 028 902

Barnes, Carol P.
The Profile of the Beginning Teacher. Report of the CSU Committee to Study the Teacher Preparation Curriculum.
California State Univ., Fullerton.
PUB DATE- 87
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Educational Environment; Elementary Secondary Education; Faculty Development; Foundations of Education; *Program Content; Teacher Certification; Teacher Characteristics; *Teacher Education Programs; *Teacher Qualifications; Teaching Conditions; Teaching Skills

IDENTIFIERS- California State University

A survey was conducted of faculty members at the 19 campuses of California State University regarding what the beginning teacher should know and be able to do. The resulting profile of characteristics of effective beginning teachers is presented in this document, focusing on nine areas of knowledge, skills, and attitudes. These areas are: foundations; K-12 curriculum content; pre-instructional factors; during-instruction factors; post-instructional factors; climate factors; multicultural factors; school and community environment factors; and professionalism and self-growth. The nine areas are presented in tabular form; supportive literature is cited side by side with each citation of knowledge, skills, and attitudes prescribed for beginning teachers. Future steps to be taken to ensure effective conditions for teaching prospective teachers are delineated. References and a bibliography are included. (Author/CB)

ED 282 787 SO 017 834

Grove, Neal, Ed.
Teaching Language and Literature in the Peoples Republic of China. Occasional Papers in Intercultural Learning, No. 11.
AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- Dec 86
NOTE- 23p.
AVAILABLE FROM- AFS International/Intercultural Programs, Inc., 313 East 43rd Street, New York, NY 10017 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Education; *Cultural Enrichment; *Cultural Exchange; *English (Second Language); *English for Special Purposes; English Literature; Foreign Countries; Higher Education; *Intercultural Communication; Literature; *United States Literature
IDENTIFIERS- *China

The teaching of English in the People's Republic of China has received much attention in recent years. The two papers included here deal with the teaching of the English language and English and American literature to Chinese students. The first, a summary of a questionnaire survey, "Why Bother about Culture in English Language Teaching?" (Hu Wenzhong), concludes that in designing English language courses, the customs, habits, and the ways of life of English-speaking people should be taken into account as well as the "high civilization" type of culture. The second paper, "A Walking Footnote: Teaching American and English Literature to Chinese Students" (Deborah Leonard), is a personal account of the author's teaching experience at the Beijing Language Institute. (BZ)

ED 282 802 SO 018 146

Bolt, Robert
The Role of the Computer in the Teaching of Social Studies.
PUB DATE- 86

NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *Computer Simulation; *Computer Software; *Databases; *Social Studies; Teaching Methods
IDENTIFIERS- *Social Studies Curriculum

Computers can be used in a variety of ways in the social studies classroom: (1) as a productivity tool to relieve the teacher of the many bookkeeping tasks and allow for more time to be spent on instructional tasks; (2) in business applications such as data base files, electronic spreadsheets, word processing, computer graphics, and to store large amounts of information that would be unwieldly otherwise; and (3) as a tool for individualized tutoring and in teaching the higher levels of learning such as problem solving and decision making. Research on effective classroom use of computers is cited. However, the full potential of instructional computing will not be realized until educators take the time to discover the power and possibilities of this technology. (SM)

ED 282 817 SO 018 251

Baker, Saphira

Opportunities for Research and Study. A Listing of the Fellowships, Affiliated Scholar Programs, Grants, and Internships Sponsored by Member Centers of the National Council for Research on Women.

National Council for Research on Women, New York, NY.

PUB DATE- 86
NOTE- 17p.
AVAILABLE FROM- National Council for Research on Women, The Sara Delano Roosevelt Memorial House, 47-49 East 65th Street, New York, NY 10021 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Assistantships; Awards; Educational Finance; *Fellowships; Financial Support; *Grants; Higher Education; Internship Programs; Research Assistants; Scholarship Funds; Scholarships; *Social Science Research; Teaching Assistants; *Womens Studies

Prior to the 1970s, research about women was largely limited to the work of individual scholars working in isolation within their own disciplines. Women's studies programs first appeared on campus in 1969, and scholarly research about women began a period of unprecedented growth. Organized centers for research about women also came into being for the first time during the 1970s. Today there are nearly 500 women's studies programs on campuses throughout the United States, most of them campus based but others free-standing. Collectively, they provide the institutional resources for research that supplement the efforts of individual scholars and make possible the development of large scale and interdisciplinary research programs. This listing of the fellowships, affiliated scholar programs, grants, and internships sponsored by Member Centers of the National Council for Research on Women includes: address, phone, contact person, and description of each opportunity. (BZ)

Haag, Herbert, Ed.; And Others
Comparative Physical Education and Sport. Proceedings of the International Seminar (4th, Malente/Kiel, West Germany, April 29-May 5, 1984). Volume 4.
REPORT NO.- ISBN-0-87322-077-3
PUB DATE- 87

NOTE- 315p.
AVAILABLE FROM- Marketing Director, Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- *Athletics; *Comparative Education; *Educational Research; Elementary Secondary Education; *Foreign Countries; Physical Activities; *Physical Education; Research Reports

This book presents papers from a symposium held to analyze, discuss, and clarify the understanding and nature of comparative physical education and sport. Comparative descriptions of more than 15 countries' physical education and sport systems are provided. The proceedings are grouped by the four major topics of the symposium. The topics discussed in each part are: (1) content and research methodology of comparative physical education and sport; (2) comparative research on physical activity within schools; (3) comparative research on physical activity outside of schools; and (4) teaching of courses in comparative physical education and sport in higher education. Particular emphasis is placed on comparisons between Western and Communist countries. (JD)

ED 282 848 SP 028 874

National Cholesterol Education Program. Planning Workshop for School-Based Education June 4-5, 1985. Summary Report.

National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD. Div. of Lung Diseases.

PUB DATE- Jun 85

NOTE- 98p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Curriculum Development; *Educational Objectives; Elementary Secondary Education; *Health Education; *Health Programs; *Program Development; Program Implementation

IDENTIFIERS- *Blood Cholesterol

This report summarizes the activities of a planning workshop dealing with school-based education on elevated blood cholesterol. The workshop brought together a group of professionals in a collaborative planning process designed to identify: (1) the current level of knowledge about blood cholesterol nutrition, and diet among school-age children; (2) informational objectives regarding blood cholesterol, nutrition, and diet for school-age children; (3) barriers to implementing health education/promotion programs in schools; (4) types of school-based programs and materials that should be developed to promote and expand an awareness of blood cholesterol as a significant health issue; and (5) the roles that a wide range of organizations can play in promoting and disseminating blood cholesterol education programs and materials in the schools. Five appendices make up the greater part of the document and include a precis of the general discussion, reports from small groups, the summary discussion, the preworkshop "focus paper," and a list of workshop participants. (JD)

ED 282 879 SP 028 955

Haberman, Martin

The Influence of Competing Cultures on Teacher Development.
PUB DATE- 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Cultural Background; *Faculty Development; General Education; Higher Education; Humanities; Individual Development; *Liberal Arts; Preservice Teacher Education; Specialization; *Teacher Education Programs; *Values

This document explores how basic American cultural value patterns have influenced the nature of general studies, specialization, and professional education in programs of teacher education. The value patterns examined deal with individualism, the work ethic and the civic arts. These patterns are analyzed in terms of their control over what knowledge is offered to teachers and how it is offered. Emphasis on the liberal arts is traced to the value themes related to individualism. Implications are drawn from these values to explain the nature of teacher development as a form of individual development. A second set of values referring to achievement and success is presented as the rationale for professional education. Implications are drawn for teacher education as a system directed at technical proficiency and student achievement. The third set of values analyzed deals with the role of general education in teacher education. The implications of perceiving education as a common good or as a personal good are analyzed in terms of their influence on teacher education. The paper analyzes teacher education--its form and content--as a system which does not transcend its historic and cultural bases. (Author)

ED 282 908 TM 870 319

Fein, Edith; And Others
In-House Evaluation--Navigating the Minefield.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Case Studies; Early Childhood Education; *Evaluation Methods; *Evaluators; Family Programs; Formative Evaluation; Power Structure; Private Agencies; *Program Development; *Program Evaluation; Research Design
IDENTIFIERS- *Meta Evaluation

This paper describes experiences with in-house evaluation, using four case examples from Child and Family Services (a social service, child welfare, and mental health agency) in a meta-evaluation model to illustrate benefits and sensitivities of the internal evaluator's role. Projects reviewed were: (1) a child sexual abuse treatment team; (2) a family day care project; (3) agency policy in response to the Tarasoff decision; and (4) a new performance appraisal system. Meta-evaluations examine variables not originally included in the evaluation design and enable the researcher to consider unintended as well as intended consequences when examining program outcomes. Meta-evaluation may be conducted to assert the relevance of in-house research and evaluation efforts and can be used to document the utility of research activities. It can also point out where the evaluator could have been more successful. Before conducting a meta-evaluation, it is necessary for the evaluator to consider several issues: (1) timing (the length of time that should elapse between completion of an evaluation and the start of the meta-evaluation); (2) unintended consequences (program evaluations can have both negative and positive unintended consequences); (3) other functions (evaluators may develop additional programs, information, etc.); (4) objectivity of the meta-evaluation; (5) costs of the evaluation and the meta-evaluation; and (6) technical and procedural concerns (evaluators' work should be of the highest standard). In-house evaluation can make essential contributions to program planning and development. It may be appropriate for in-house evaluators to do more meta-evaluations to examine the outcomes and provide models for others. (BAE)

ED 282 922 TM 870 340

Tryjankowski, Elaine M.
The Factor Structure of the Jewish Employment and Vocational Service Work Samples.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Measurement; *Construct Validity; Correlation; Disabilities; Factor Analysis; Factor Structure; Measurement Techniques; *Psychometrics; Secondary Education; Test Use; *Vocational Evaluation; *Work Sample Tests
IDENTIFIERS- Communality; General Factor (Intelligence); *Jewish Employment and Vocational Service System; Specificity

The purpose of the study was to investigate the construct validity of the Jewish Employment and Vocational Service (JEVS) work samples. The specific objectives were: (1) to investigate the factor structure of the JEVS work samples; (2) to determine which work samples were good measures of general ability; and (3) to identify the work samples that possess trait specificity. One hundred twenty educationally handicapped students were administered 15 JEVS simulated work samples. Intercorrelations among raw scores of the work samples were factor analyzed utilizing principal axis factoring. Sixty-seven percent of the correlations were significant, indicating that work samples which emulate similar tasks share common abilities. A two factor rotated solution was found to have a simple structure and the most meaningful interpretation. Factor one was verbal comprehension and factor two was called perceptual organization. Six work samples showed 50 percent or higher of the total variance and the specific variance exceeded error variance. Two work samples had a moderate percentage of trait specificity. The other seven work samples did not meet the requirements for trait specificity. Results imply that caution should be used when using work samples for analyzing specific trait abilities. In addition sub-batteries of work samples might be used to assess the readiness skills or general ability and orientation toward vocational education instead of specific traits. (JAZ)

ED 282 773 SE 048 199

Rowland, Paul; And Others

Basic Science Process Skills. An Inservice Workshop Kit: Workshop Manual.

New Mexico State Univ., Las Cruces. Coll. of Education.
SPONS. AGENCY- New Mexico Commission on Higher Education.
PUB DATE- Apr 87
NOTE- 71p.; For related documents, see SE 048 200-201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Science; Elementary School Teachers; *Inservice Teacher Education; Instructional Improvement; Leaders Guides; Minimum Competencies; *Process Education; *Science Activities; Science Education; Science Instruction; Science Teachers; Skill Development; Teacher Workshops
IDENTIFIERS- New Mexico; *Science Process Skills

A science process skill project was developed to help elementary teachers meet competency standards in New Mexico for teaching the process approach in their science classes. This document consists of the inservice workshop kit manual that could be used by a teacher to provide an inservice program to a small group of other teachers. This manual explains how to give the inservice workshop and provides the trainer with background information about process skill teaching. Major sections address the skill areas of: (1) observation; (2) classification; (3) communication; (4) prediction; (5) inference; and (6) measurement. Appendices contain process skill activities, a listing of the basic science process skills and subskills performance objectives for science process skills, and an activity sheet form. (ML)

ED 282 894 TM 870 272

Shapiro, Joan Poliner

Collaborative Evaluation: Towards a Transformation of Evaluation for Feminist Programs and Projects.

PUB DATE- 22 Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Ethnography; *Evaluation Methods; *Evaluation Problems; Evaluators; Feminism; Higher Education; *Measurement Objectives; Models; *Program Evaluation; *Qualitative Research; *Womens Studies
IDENTIFIERS- *Collaborative Evaluation; Illuminative Evaluation

This paper addresses some of the concerns inherent in evaluating feminists' projects and focuses on three topics: (1) a discussion of some objections raised by feminists about traditional forms of assessment; (2) a description of the strengths and weaknesses of illuminative evaluation as an alternative approach to evaluate feminist programs; and (3) an introduction of a new model of evaluation which is termed "collaborative evaluation." Objections to traditional forms of assessment for women's studies programs or curriculum balancing projects include questioning the appropriateness of masculine models and criticizing the traditional split between participants and evaluators. Illuminative evaluation encompasses traditional experimental and psychometric practices, as well as phenomonological and ethnographic modes, and has been proposed to evaluate innovative projects. While this approach has been suitable in the evaluation of some women's programs, data collection instruments did not always elicit input from all appropriate participants. Evaluators were often knowledgeable insiders; they found it increasingly difficult to perform as independent outsiders. A recent evaluation of a women's studies program illustrates the use of the collaborative evaluation model. Collaborative evaluation permits evaluators of feminist projects to address the conflicting roles that they assume as impartial outsiders and as knowledgeable insiders. (GDC)

ED 282 935 TM 870 390

Moe, Kim C.; Johnson, Marilyn F.

Participants' Reactions to Computerized Testing.

PUB DATE- 22 Aug 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adaptive Testing; Administrator Attitudes; *Comparative Testing; *Computer Assisted Testing; Secondary Education; Sex Differences; Standardized Tests; *Student Attitudes; Teacher Attitudes; *Testing Problems
IDENTIFIERS- *Differential Aptitude Tests

This study investigated participants' reactions to computerized testing and assessed the practicability of this testing method in the classroom. A sample of 315 secondary-level students took a computerized and a printed version of a standardized aptitude test battery and a survey assessing their reactions to the computerized testing. Overall reactions to the computerized test were positive. Students liked the computerized test for the ease in answering (49 percent), for being "faster" (30 percent), untimed (25 percent), and "fun" (11 percent). The most common complaint involved eye fatigue (32 percent). Girls reported problems and nervousness during the computerized test significantly more frequently than did boys. Overall, students reported that computerized testing can be a workable alternative to printed standardized testing. Administrators' reactions were mixed; examiners were excited about this new mode of test administration but had some difficulty with the planning and logistics of administration. Suggestions for improving computerized testing and the impact of the changing technology are discussed. A copy of the survey questions and excerpts from student surveys are appended. (Author/JAZ)

ED 282 949 UD 025 556

Bilingual Education: A New Look at the Research Evidence. GAO Briefing Report to the Chairman, Committee on Education and Labor, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/PEMD-87-12BR
PUB DATE- 10 Mar 87
NOTE- 79p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; additional copies $2.00 ea., 25% discount on 100 or more copies mailed to a single address).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Educational Policy; Educational Research; Elementary Secondary Education; *Federal Legislation; Language of Instruction; *Limited English Speaking; *Native Language Instruction; Research Utilization
IDENTIFIERS- *Bilingual Education Act 1968; *Department of Education

This report presents the findings of a study which assessed the validity of statements made by officials of the Department of Education supporting their policy position that a requirement of native-language teaching be dropped from the current Bilingual Education Act. In response to the officials' claim that research in this area is inconclusive, the study analyzed judgments on that issue provided by a panel of ten experts. The report consists of three major sections. The first section provides information on bilingual activities funded by current law, describes proposed changes in the Bilingual Education Act, and explains study methodology. Section 2 presents findings on the native language requirement and the learning of English and other subjects, and discusses the experts' views on the merits of alternative approaches, long-term education outcomes, and targeted versus generalized answers about teaching students of limited English proficiency. Section 3 reviews the Department of Education's response to an earlier draft of this report. A majority of the experts believed that the department is incorrect in claiming: (1) that there is insufficient evidence to support the law's present requirement; (2) that evidence supports the promise of teaching methods that do not use native languages; and (3) that there was inadequate evidence to permit them to reach a conclusion about the research basis for the legal requirement. Four appendices present: (1) objective, scope and methodology; (2) survey instrument; (3) experts surveyed; and (4) comments from the Department of Education. (KH)

ED 282 963 UD 025 576

Green, Charles A.; Rankin, Paul T.
Detroit High School Student Perceptions Regarding Homework and Study Habits.
Detroit Public Schools, MI. Office of Instructional Improvement.
PUB DATE- Oct 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Assignments; High Schools; *High School Students; *Homework; *Student Attitudes; Student Behavior; *Study Habits; *Study Skills; *Teacher Role; Time Management; Time on Task; Urban Schools
IDENTIFIERS- *Detroit Public Schools MI

In May 1985 a questionnaire was administered to about 2,600 ninth and twelfth grade students representing all of Detroit's (Michigan) public high schools. The purposes of this survey were to facilitate further evaluation of the Uniform Code of Student Conduct Component, and to collect data for a study of high school homework and students' study habits. This report presents results, a mixture of favorable and unfavorable findings, of the homework and study skills study. On the positive side, response data supported conclusions that, on the average, Detroit students spend more time on homework than the national average; that a majority of students do their homework in a quiet place at home, complete most or all of their homework, and have confidence in their ability to study for tests; and that a majority of teachers clearly explain how homework is to be done, correct and grade homework, and return it quite promptly to students. On the negative side, findings provided evidence that too many students do not practice good homework and study habits; and that many high school teachers usually do not explain the purpose of homework, normally give the same homework assignment to all members of their classes, devote very little time to teaching study skills, and are perceived by students to be unwilling to give special help with school work outside of class. (PS)

ED 282 803 SO 018 150

Buckner, Ed; Epstein, Howard V.
A National Empirical Analysis of the Attitudes of U.S. Professional Educators on New Right Political and Religious Issues.
PUB DATE- 28 Feb 87
NOTE- 33p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (10th, Boston, MA, February 28, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Conservatism; *Culture Conflict; Political Attitudes; Professional Education; Questionnaires; Religious Differences; *Religious Factors; Social Attitudes; Social Science Research; *Social Work; *Social Workers
IDENTIFIERS- National Association of Social Workers; *New Right

The social work profession endows individual social workers with the mandate to respect and use the democratic processes to help clients achieve their fullest potential as individuals. This study was undertaken to understand and analyze if and how this mandate has been affected by the prescriptive social and political values of the New Right fundamentalists. A survey questionnaire was mailed to random national sample (N=1250) selected from the membership of the National Association of Social Workers. The questionnaire was designed to measure opinions on a variety of social issues which have been emphasized by New Right fundamentalists. Also measured were items such as the extent of pressure from New Right fundamentalists, problems related to religious differences, the desirability of encouraging religiosity among clients, and whether religious belief is a prerequisite for conscientious professional behavior. The findings suggested that most professional social workers in the United States have not had significant conflicts or pressure related to fundamentalism or to differences in religious beliefs. However, a substantial minority (one out of eight) social work professionals have had pressure from fundamentalists and/or problems related to religious beliefs. The work of educators committed to transmitting basic values to future practitioners could be affected by New Right fundamentalists and those in sympathy with them. The study instrument giving raw frequencies and a list of comments by respondents are appended. (SM)

Sabock, Ralph J.
The Coach. Third Edition.
REPORT NO.- ISBN-0-87322-118-4
PUB DATE- 85
NOTE- 343p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Marketing Director, Box 5076, Champaign, IL 61820 ($16.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Athletic Coaches; Athletics; Higher Education; Physical Education Teachers; Secondary Education; *Teacher Attitudes; *Teacher Characteristics; *Teacher Role; Teacher Student Relationship

This book offers insights into the coaching profession and examines the many facets involved in the world of the coach. It provides a description of the nature of coaching, points out problem areas, offers advice, and creates discussion and debate for individuals entering the profession. Chapter topics include: (1) Nature of the Profession; (2) Qualities of a Good Coach; (3) The Roles of a Head Coach; (4) The Assistant Coach; (5) The Coach's Family; (6) The Recruiting Process; (7) Off-Season Preparation--A Key to Success; (8) Preseason Staff Organization; (9) Ethics in Coaching; and (10) Issues and Problems. A list of questions is presented at the end of every chapter on the material covered, and the appendix includes a list of sources for obtaining rule books for the various sports, as well as tournament organization, scheduling, and averages and percentages. (JD)

ED 282 864 SP 028 903

Berkey, Debra S.; Hamilton, Michelle

Ranked Importance of Student Teacher Tasks as Perceived by Cooperating Teachers and University Supervisors.

PUB DATE- 14 Apr 87
NOTE- 16p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (102nd, Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Higher Education; Physical Education Teachers; Sex Differences; *Student Teacher Supervisors; *Student Teaching; *Task Analysis; *Teacher Attitudes; Teaching Experience

This study sought to determine the ranked importance of the teaching tasks to be demonstrated by physical education student teachers as perceived by cooperating teachers and supervisors. The study was designed specifically to detect the nature of the tasks ranked highly by each group. Questionnaires were sent to 91 cooperating teachers and 30 university supervisors, asking them to rank the importance of 15 teaching tasks with respect to their expectations of student teachers. Responses received from 85 subjects were compared for differences between cooperating teachers and supervisors and by gender. The two groups concurred with respect to the importance of demonstrating ability to self-assess, writing functional lesson/unit plans, and knowledge of subject matter. A discussion is presented on the results of an analysis of the data collected. Data are presented on tables and references are included. (JD)

ED 282 788 SO 017 837

Hafen, Bruce C.

The Declining Influence of Mediating Structures in the Constitutional Framework.

PUB DATE- Jan 85

NOTE- 31p.; A paper presented at the Conference on the Bicentennial of the U.S. Constitution (Provo, UT, January 16-17, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Church Role; *Civil Liberties; Community Role; *Family (Sociological Unit); Higher Education; *Institutional Role; Institutional Survival; School Role; *Sex Discrimination

IDENTIFIERS- *United States Constitution

The momentum of the individual rights movement has placed such an emphasis on individual claims and needs that all the nation's institutions have become suspect. These include churches, the family, and schools--those structures that mediate between the individual and the impersonal megastructures of society. These institutions are part of the private sphere of an individual's life and are the places where "meaning, fulfillment, and personal identity are to be realized." The megastructures of society include the institutions of the economic marketplace as well as the institutions of government and are typically alienating. Recent court decisions have taken away many of the protections previously enjoyed by institutions such as church, schools, and family. As these institutions are under attack, there is a moral ambivalence in society caused by a loss of confidence in public and private institutions of all kinds. The nation's meaning-giving enterprise is threatened at a time when the nation needs a reaffirmation of the pursuit of personal values and purpose. (SM)

ED 282 818 SO 018 267

Smith, Peggy A.; Smith, Alan D.

Women in Politics: Some Historical and Cultural Aspects of Voting Patterns and Possible Influences on Education.

PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elections; *Females; Higher Education; Political Affiliation; Political Attitudes; Political Campaigns; *Political Power; Political Socialization; *Politics of Education; Secondary Education; Social Science Research; *Voting; Voting Rights; *Womens Studies

The early and formative years of women's involvement in the political structure of the United States was filled with high hopes, especially issues related to women and children. Educational reform was one of the major goals that women hoped to achieve. As demonstrated by an in-depth look at the 1920 National Convention of the Republican Party, many women who became involved in the early moral and political movements found it difficult to simultaneously accept their responsibility for the protection of moral values in society and to recognize their own limited power to seek social change. Although women have come a long way in achieving some level of equality with men, there are still significant cultural barriers preventing equal political power to women. Recent trends in voting have many people pointing to a "gender gap" of voting preference among women versus men. However, any trend is probably not due to perceived differences between the sexes, but more related to the diversity of educational, racial, ethnic, religious, regional, and financial issues that divide the women's political movement. (BZ)

Watras, Joseph; Lasley, Thomas J.
What Should Teacher Educators Do? State Reform in the Context of a National Agenda for Change in Teacher Education.
PUB DATE- May 87
NOTE- 29p.; Paper presented at the Ohio Association of Colleges for Teacher Education (Columbus, OH, April, 1987).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Educational Change; Higher Education; *Preservice Teacher Education; *Program Evaluation; Statewide Planning; Teacher Educators
IDENTIFIERS- Call for Change in Teacher Education

Although educational reform for teacher education has been called for in many recent reports, educational reformers typically do not take time to define exactly what is to be changed, why, and how that change can be evaluated. Many of the conceptions for change are narrowly defined and vary among reports. Seven recommendations made by the National Commission on Excellence in Teacher Education report, "A Call for Change in Teacher Education," are delineated and discussed in terms of the varied and sometimes conflicting values set forth in such blueprints for educational reform. It is concluded that the report is a conservative document because it extends practices generally employed in schools of education. Unfortunately, the desire to increase competence as measured by standardized tests or by performance in traditional courses will work against the aim of bringing in new people with new ways of looking at the world. Whatever reform takes place at the state level should be done with this observation in mind. The key is to move reform in a way that truly balances conflicting needs. This cannot be accomplished through precipitous action or short-sighted legislative mandates. True reform will occur only through thoughtful dialogue, cautious optimism, and actions that are shaped through a merging of experience and research. (CB)

ED 282 880 SP 028 957

Brown, Laurence D.; And Others
Developing Research Based Teaching Skills in Preservice Teacher Education.
PUB DATE- Apr 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; College School Cooperation; Field Experience Programs; Higher Education; Preservice Teacher Education; *Program Development; *Program Implementation; *Research Utilization; Secondary Education; Teaching Methods; *Teaching Skills; Teaching Styles
IDENTIFIERS- Indiana University
This paper describes a project at Indiana University initiated to develop research-based skills associated with instructional clarity in prospective secondary school teachers. The specific courses targeted for the project include an educational psychology course, a general methods course, and four special methods courses. Each course involves a field experience component. The focus of the project is on this component as the point at which skill training of the kind envisioned most appropriately fits. This research-based program of teacher education is based upon three levels of educational research that: (1) demonstrate relationships between teacher behavior and pupil outcome; (2) focus upon how teacher behavior skills can be acquired by trainees; and (3) concentrate on conditions under which teaching skills and behaviors acquired in a training setting are used in the classroom. The instructional medium chosen for the project was interactive video, where a computer and video player are combined. The first part of this paper describes institutional limitations in the project and the guidelines used for selecting relevant literature. The second section deals with the process of extrapolating a set of teaching skills from the literature. The final section presents a model for facilitating the adoption and implementation of the products emerging from the project. References are included. (JD)

ED 282 923 TM 870 343

Bower, JoAnn C.; And Others
Increasing the Utility of Research via the Application of Multiple-Model Designs.

SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 22 Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Case Studies; Data Collection; *Disabilities; Evaluation Utilization; Interviews; Matrices; Measurement Techniques; *Naturalistic Observation; Preschool Education; Preschool Evaluation; *Qualitative Research; Questionnaires; *Research Methodology; State Programs; *Statistical Analysis
IDENTIFIERS- Louisiana; Louisiana State Department of Public Education; Multiple Data Gathering Methods

This paper discusses the experiences and insight derived from the 1985-1986 Statewide Evaluation of the Early Education Program of Handicapped Children in Louisiana, the multimethod evaluation of preschool intervention projects for handicapped and at-risk children. The program served almost 5,000 handicapped preschoolers and their parents, providing 17 different kinds of services in home-based, center-based and combination program formats. The multiple-model design applied in this program evaluation consisted of four segments: (1) a prefatory naturalistic inquiry to provide a foundation for the design matrix and to check the appropriateness of the evaluation components; (2) first-wave case studies and a qualitative approach to develop data-collection strategies and instruments that were specific to the identified service roles; (3) second-wave case studies or a combination of qualitative interviews and surveys/questionnaires to complete the final drafts of the 13 role-specific instruments; and (4) third-wave research or the integration of the case study/observation component with a major data collection effort that consisted of service provider and parent surveys, an interagency focus group interview, and the aggregation statewide of class and individual student profiles. The use of this multimethod approach facilitated the identification and investigation of 14 program-related issues. It also resulted in a high level of cooperation on the part of state, regional and local program personnel, parents, and kindergarten teachers as evidenced by high return rates on surveys and questionnaires and by requests for additional feedback. (JAZ)

McLanahan, Sara; And Others
Trends in Gender Differences in Poverty: 1950-1980.
SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- 86
NOTE- 33p.; Paper presented at the Annual Meeting of the Association of Public Policy and Management (Austin, TX, 1986).
GRANT- A604877
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Factors; Equal Opportunities (Jobs); Family (Sociological Unit); *Females; Heads of Households; Low Income Groups; *Poverty; *Sex Differences; Sex Role
IDENTIFIERS- *Feminization of Poverty

In 1980 the poverty rates for women were about one and a half times greater than those for men. Between 1950 and 1980 the degree of inequality between the sexes increased by about 30 percent. This paper describes those trends, focusing on the sex of the individual rather than sex of the household head. It also examines differences in the risk of poverty by age. The analysis is organized around the following three questions: (1) Are women more likely to be poor than men, and if so, at what age are gender differences most apparent? (2) What are the sources of gender differences in poverty in 1980? and (3) How much of the change in the gender poverty ratio between 1960 and 1980 is due to changes in family/household patterns, including changes in marital status, parental status and living arrangements? The following were found to influence the gender gap: (1) greater lifespan of women; (2) gender roles and division of labor within the family; (3) gender gap in earning; and (4) changing family patterns. The following two solutions are discussed: strengthening family ties and reducing women's dependence on men. Statistical information and charts are appended. (PS)

ED 282 774 SE 048 200

Rowland, Paul; And Others

Basic Science Process Skills. An Inservice Workshop Kit: Outlines and Activities.

New Mexico State Univ., Las Cruces. Coll. of Education.
SPONS. AGENCY- New Mexico Commission on Higher Education.
PUB DATE- Apr 87
NOTE- 32p.; For related documents, see SE 048 199-201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Science; Elementary School Teachers; *Inservice Teacher Education; Instructional Improvement; Minimum Competencies; *Process Education; *Science Activities; Science Education; *Science Instruction; Skill Development; Teacher Workshops
IDENTIFIERS- New Mexico; *Science Process Skills

A science process skill project was developed to help elementary teachers meet competency standards in New Mexico for teaching the process approach in their science classes. An outline of the process skills along with recommended activities are presented in this document. Performance objectives are identified and a sample activity form is included. Two activities are provided for the skill areas of: (1) observation; (2) classification; (3) communication; (4) prediction; and (5) inference. Activities focus on topic areas such as electroplating, human genetic traits, circuit diagrams, circuit patterns and boards, fingerprints, and chemical reactions. (ML)

Jefferies, Stephen C.

Smena: Case Study of a Soviet Sport School for Elite Young Athletes.

PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Athletes; Athletic Coaches; *Athletics; Educational Facilities; Elementary Secondary Education; *Foreign Countries; *Program Design; *Soccer
IDENTIFIERS- *USSR

This paper describes "Smena," a Specialist Children's and Young People's Sport School of Olympic Reserves, located in Leningrad, which trains elite young soccer players. Information is given on: (1) the facilities of the school; (2) the schools' long-range individual and team goals; (3) instructional methods and hours; (4) the responsibilities of the coaches; and (5) admission procedures. Appended tables offer information on predicted achievement of players and teams from Smena; calendar division of training periods; distribution of training hours for students; typical weekly timetable for a coach; selection criteria for students; and a typical daily timetable for a student. (JD)

ED 282 895 TM 870 274

McDaid, Janet; Ciriza, Frank

Qualitative Approaches to Program Evaluation: Some Applications.

PUB DATE- 14 Nov 86

NOTE- 7p.; Paper presented at the Annual Meeting of the California Educational Research Association (Marina Del Ray, CA, November 14, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; Case Studies; Educational Research; Elementary Secondary Education; English (Second Language); Ethnography; *Evaluation Methods; Interviews; Observation; Program Descriptions; *Program Evaluation; *Qualitative Research; Second Language Programs; Special Education

IDENTIFIERS- *San Diego Unified School District CA

Applications of the qualitative approach in the evaluation of special education and second language programs are addressed in this paper. Qualitative data are recommended for providing detailed descriptions of specific program elements, and can be obtained through interviews, observations, case studies, and ethnographic studies. Six evaluation studies carried out in the San Diego (California) Public Schools which illustrate the successful use of qualitative evaluation methods are described. The examples include: (1) observation used to confirm whether certain program elements were implemented; (2) an ethnographic study used to identify common features of effective special education classrooms; (3) seven student case studies developed to describe in depth the characteristics of program participants; (4) open-ended interviews used as a preliminary step in developing a needs assessment; and (5) observations and interviews used to investigate discrepant quantitative data and findings. (Author/GDC)

ED 282 909 TM 870 321

Cope, Ronald T.; Kolen, Michael J.
A Study of Methods for Estimating Distributions of Test Scores.

PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; *Estimation (Mathematics); Higher Education; Mathematical Models; *Nonparametric Statistics; *Scores; Scoring; Secondary Education; *Statistical Distributions; Statistical Studies; Test Norms; *Test Theory
IDENTIFIERS- ACT Assessment; Density; Equipercentile Equating; *Score Distribution; *Smoothing Methods

This study compared five density estimation techniques applied to samples from a population of 272,244 examinees' ACT English Usage and Mathematics Usage raw scores. Unsmoothed frequencies, kernel method, negative hypergeometric, four-parameter beta compound binomial, and Cureton-Tukey methods were applied to 500 replications of random samples of 500, 1000, 2000, and 5000 from these populations. The four-parameter beta compound binomial produced the most accurate estimates, and the kernel method yielded only slightly less accurate estimates. Cureton-Tukey ranked third in accuracy. All methods involving smoothing produced more accurate estimates than unsmoothed frequencies except the negative hypergeometric. Negative hypergeometric estimates varied erratically by test and score level. The methods studied have the potential to improve the estimation of norms and the equipercentile equating function. (Author)

ED 282 936 TM 870 392

Anderson, Paul S.; Alexander, Diane

Multi-Digit (MDT) Testing in the Teaching of Criminal Justice Sciences.

PUB DATE- Mar 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Academy of Criminal Justice Sciences (Orlando, FL, March 17-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Testing; Computer Software; Criminal Law; Higher Education; *Objective Tests; Recall (Psychology); *Scoring; Teacher Made Tests; Test Construction; *Test Format
IDENTIFIERS- *Criminal Justice; Multi Digit Tests

The Multi-Digit (MDT) testing procedure is a computer-scored testing innovation conceptualized in 1982. It is fully compatible with multiple choice and true/false tests well suited for the testing of discreet terms and concepts such as in fill-in-the-blank examinations. The student reads the question and selects the appropriate response from an alphabetically organized, lengthy list on which each term is numbered. With three-digit numbers, there can be up to 999 items on a list, far too many for any student to peruse in an attempt to recognize the correct answer. The student is required to recall the correct answer, locate it on the alphabetical list and then place the code number on the computer readable answer sheet. The paper explains how to use MDT in teaching and evaluating an Introduction to Criminal Justice course. A sample MDT test and actual MDT lists for major clinical justice terms and concepts are appended. (Author/JAZ)

ED 282 834 SP 028 832

Matthews, David O., Ed.
Managing Collegiate Sport Clubs.
REPORT NO.- ISBN-0-88011-284-0
PUB DATE- 87
NOTE- 237p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Marketing Director, Box 5076, Champaign, IL 61820 ($22.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administration; *Athletics; Budgeting; *Clubs; Extracurricular Activities; Higher Education; Legal Responsibility; Organization; *Program Development
IDENTIFIERS- *Sport Clubs

This book is written for the administrators of college sport clubs. It is comprised of a collection of articles on the topics of: (1) Sport Club Administration and Organization; (2) Student Development through Sport Clubs; (3) Sport Club Financing and Fund-Raising; (4) Liability Concerns of Sport Clubs; and (5) Sport Club Program Surveys. Appendices include selections from a Sport Club Information and Guidelines Manual, a sample sport club constitution, the Matthews' Sport Club Administration Questionnaire (1982), and a directory of Allied Sport Associations in the United States and Canada. A bibliography of related sources is included. (JD)

ED 282 950 UD 025 557

Expecting the Best: Effective Public Education for All Students. A Report on the Findings of a Major School Reform Study.

Network for Effective Schools, New York, NY.

PUB DATE- Feb 87
NOTE- 14p.
AVAILABLE FROM- The Network for Effective Schools, Grand Central Station, Box 2058, New York, NY 10163 ($2.00 plus $.95 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Educational Needs; *Educational Objectives; *Educational Quality; Elementary Secondary Education; Equal Education; Leadership; *Public Education; *School Effectiveness
IDENTIFIERS- Excellence in Education

This report presents and analyzes the findings of a study conducted using the modified two-phase Delphi approach of the members of the Network for Effective Schools, an organization of State and local educational administrators and teachers. The survey identified 11 of the most vitally needed reforms in American education including: (1) Schools must accept and act on the idea that all children can learn. (2) Schools need to focus planning, budgeting, staffing, and evaluation on student outcomes. (3) Schools must have quality leadership, with emphasis on a sound mission of education based on strategic operational and problem-solving planning. (4) Schools must simultaneously address the need for both excellence and equity. (5) There must be a commitment to excellence by the school board, staff, and community. (6) There must be a clear statement of philosophy, mission, and goals for public education. (7) Schools must improve staff development and professional growth and renewal. (8) Schools must emphasize acquisition and application of basic reading, writing and math skills by the end of grade six. (9) Schools must focus specifically on what students should learn, including emphasis on higher order thinking skills. (10) There must be an effective linkage between assessment and diagnosis--appropriate education based on levels of development. (11) Schools must institute and require programs, such as the five effective school correlates, as prerequisites to leadership preparation programs. Members of the study group concluded that schools have the ability to enact these reforms to achieve expected results of: (1) higher student achievement; (2) a reduced dropout rate; (3) increase in student attendance; (4) a reduction in discipline problems; and (5) an improved student attitude about school. These findings correlate with effective schools research and, significantly, do not include concerns about teacher education and education finance. (KH)

ED 282 789 SO 017 839

Wildavsky, Aaron
The Secret of Safety Lies in Danger.

PUB DATE- Dec 85
NOTE- 35p.; Paper presented at the Conference on the Bicentennial of the U.S. Constitution (Provo, UT, January 16-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accident Prevention; *Appropriate Technology; Human Resources; Innovation; Opportunities; *Prevention; Public Policy; *Risk; *Safety; Technological Advancement

In creating and maintaining public safety, risks which entail some amount of danger are necessary. These risks must be rated regarding the amount of benefit and danger they would bring in order to ascertain the worthiness of the risk. It is important to realize that risks can often bring greater safety, that many safety devices themselves involve risk, and that focusing negatively on risks creates a bias towards technological inaction, which is very dangerous. Trial and error risk-taking proves better than risk aversion in securing safety, because it helps build resilience to dangers, a resilience that makes necessary risks less potent. Moreover, safety and danger are interwoven into the same objects and practices. (AEM)

ED 282 804 SO 018 166

Neeson, Eileen; And Others

World Hunger: Famine in Africa. Sample Lessons, Secondary.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- Dec 84
NOTE- 17p.
AVAILABLE FROM- Board of Education of the City of New York, 131 Livingston Street, Room 617, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Foreign Countries; Hunger; Instructional Materials; Lesson Plans; Secondary Education; Social Studies; *World Affairs; *World Problems
IDENTIFIERS- *Ethiopia; *Famine

This model social studies lesson includes a simulated interview with a relief worker describing the famine conditions in Ethiopia. A map of Africa and pictures of famine victims are included. The objectives of the lesson are to have students describe the situation in Ethiopia, analyze the causes, and evaluate solutions to the famine. In the model English lesson, students explore how figurative language helps convey a feeling of despair and how to relate the poem, "Oda Oak Oracle," to the current Ethiopian famine. A series of questions designed to explore the effects of hunger and a detailed outline of lesson development are included. (SM)

ED 282 850 SP 028 882

Maxwell, Laurie
Improving the Selection of Teachers. Research in Brief.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-87-108-RIB
PUB DATE- Apr 87
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Beginning Teachers; Educational Policy; Elementary Secondary Education; Incentives; School Districts; *Teacher Employment; *Teacher Placement; *Teacher Selection; Teacher Transfer; Teaching Conditions

This brief overview of a larger report focuses on a study of flaws in teacher selection and suggests improvements. It is noted that students do poorly in school because they often have new, inexperienced teachers. When these teachers get seniority, they transfer to "easier" schools, leaving new positions open to be again filled by novice teachers. To recruit more teachers for these positions, school districts should improve their selection process, reexamine certification and retirement policies that discourage out-of-state teachers, eliminate arbitrary limits for placing teachers on the district salary schedule, and remember that recruitment begins with having something to sell. Because research indicates that one "best system' of teaching doesn't exist and that teaching needs vary among settings, schools should have the freedom to select teachers who meet their specific needs. School districts need systems that deliver up-to-date information about candidates to all decision makers, including principals, personnel departments, and prospective teachers. Incentives should be provided to attract teachers to less attractive schools, and efforts should be made to disperse new teachers among all types of schools. (CB)

ED 282 881   SP 028 958

McNergney, Robert, Ed.; And Others
Assisting the Beginning Teacher.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- Jul 85
NOTE- 367p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Elementary Secondary Education; Instructional Materials; Planning; State Standards; *Teacher Certification; *Teacher Effectiveness; Teacher Role; Teacher Student Relationship; *Teaching Skills
IDENTIFIERS- *Virginia

This monograph, written for beginning teachers, is organized around the list of competencies upon which the assessment phase of the Virginia Beginning Teacher Assistance Program is based. Each chapter contains information about a competency required for certification in Virginia. The chapters follow the same general format. First, the definition of the competency to be mastered is presented. This is followed by a discussion of the purpose of the assistance or a statement of what people can expect to gain as a result of working through the chapter. The background knowledge section discusses professional literature relevant to the objective, and suggestions are made for practice activities that may help to build knowledge of the competency. Areas of competence covered include: (1) planning; (2) reinforcement; (3) consistent rules; (4) academic learning time; (5) accountability; (6) close supervision; (7) awareness; (8) questioning skill; (9) clarity of structure; (10) meaningfulness; (11) individual differences; (12) learner self-concept; (13) affective climate; and (14) evaluation. References are included in each chapter. (JD)

ED 282 775 SE 048 201

Rowland, Paul
Inservice Training of Elementary Teachers to Enhance Science Process Skill Development and Instruction. Final Report.

New Mexico State Univ., Las Cruces. Coll. of Education.
SPONS. AGENCY- New Mexico Commission on Higher Education.
PUB DATE- Jun 87
NOTE- 26p.; For related documents, see SE 048 199-200.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Elementary School Teachers; *Inservice Teacher Education; Instructional Improvement; Minimum Competencies; Models; *Process Education; *Program Evaluation; Science Education; *Science Instruction; Science Teachers; Skill Development; Teacher Workshops
IDENTIFIERS- New Mexico

A science process skill project was implemented to help elementary teachers in New Mexico meet the competencies for teaching the process approach in science classes. This is the final report of the project and includes information on: (1) the scope of the program (delineating the program's major objectives and tasks); (2) the project's accomplishments (citing successes related to videotaping, workshop manual, skill activities, workshop kit, teacher training, and the workshop sessions); (3) evaluation results; and (4) dissemination procedures. Overall evaluations indicate that the model for delivery of inservice workshops, using elementary teachers as surrogates for science educators, can be effective. The combination of a teacher's experience, knowledge of a science educator, and interesting activities lead to the enhancement of elementary school teachers' science process skill development and instruction. Appendices contain the evaluation results for the effectiveness of both the 2-day training sessions for workshop leaders and the 6-hour inservice workshops for elementary school teachers. (ML)

ED 282 819 SO 018 283

Ashenfelter, Orley; And Others
Collecting Panel Data in Developing Countries: Does It Make Sense?
Living Standards Measurement Study Working Paper No. 23.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0673-1
PUB DATE- 86
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Demography; Developed Nations; *Developing Nations; *Economic Factors; *Economic Research; Economics; *Living Standards; Observation; Research Design; *Research Methodology; Social Indicators; Social Science Research

There is no difference in principle between developing and developed countries in deciding whether it is desirable to collect panel data. However, there are many relevant circumstantial differences in developing countries. A number of aspects of the collection and use of panel data from developing country households are reviewed. Sampling issues are discussed in Section 1. The authors conclude that there are likely to be real, if modest, benefits from incorporating some panel element into household survey data collection in developing countries. The recognition that panel data are likely to be subject to substantial errors of measurement does not invalidate this conclusion. Section 2 discusses the measurement of income dynamics, an issue that cannot be addressed without panel data. Recent research using U.S. data is reviewed to show that comparable work for developing countries would add an important dimension to discussions of poverty, inequality, and development. It is in the third area of review, that of econometric analysis, that the real benefits of panel data appear most fragile. These issues are discussed in Section 3. While it is true that panel data offer the unique ability to deal with the contamination of econometric relationships by unobservable fixed effects, the presence of measurement error can compromise the quality of the estimates to the point where it is unclear whether cross-section or panel estimators are superior. This situation is in sharp contrast to that for sampling where errors of measurement typically cannot reverse the superiority of panel over cross-section estimators. The document concludes with the argument that panel data should be collected in both developing and developed countries. (Author/BZ)

ED 282 866 SP 028 914

Resolutions and Recommendations on Sport Adopted by the Committee of Ministers, 1967-86.

Council of Europe, Strasbourg (France). Committee for the Development of Sport.

REPORT NO.- CDDS(87)-INF-1E-Pt1
PUB DATE- 87
NOTE- 54p.; Some pages contain small and/or broken type.
AVAILABLE FROM- Council of Europe, 67006 Strasbourg, Cedex, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Athletics; Commercial Television; Conservation (Environment); Disabilities; Drug Abuse; Financial Support; *Government Role; Medical Services; Physical Education Facilities; *Policy Formation; Social Attitudes; Violence
IDENTIFIERS- *Committee for the Development of Sport

This document contains resolutions on sport recommended by the Committee for the Development of Sport (CDDS) and adopted by the Committee of Ministers for the Development of Sport of the Council of Europe. The adopted resolutions cover the following topics: (1) doping of athletes; (2) the medical aspects of sport; (3) hygiene of sport installations; (4) establishment of sports medicine centers; (5) principles for a policy of sport for all; and (6) setting up the Council of Europe sports fund. Recommendations of the Committee of Ministers to Member States concern: (1) doping in sport; (2) sport and television; (3) nature conservation in inland water areas; (4) energy-saving measures in sports facilities; (5) spectator violence at sporting events, particularly at football matches; (6) the "European Anti-Doping Charter for Sport"; and (7) sport for all: disabled persons. (JD)

ED 282 896 TM 870 275

Kies, Kathleen M.

Quality and Assessment in Post-Secondary Education: The Minnesota Approach.
PUB DATE- 12 Jun 86
NOTE- 6p.; Paper presented at the Assessment Conference of the Education Commission of the States/Colorado Department of Education (16th, Boulder, CO, June 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Associate Degrees; *Educational Assessment; *Educational Objectives; Higher Education; State Boards of Education; State Programs; *State Standards; Student Evaluation; Teacher Education
IDENTIFIERS- *Minnesota

Three projects have been undertaken in Minnesota to define standards for student outcomes in postsecondary institutions. The Minnesota Higher Education Coordinating Board has focused on outcomes, standards, and criteria which may be used as templates for student assessment. The first project followed the publication of the State Department of Education's "Some Essential Learning Outcomes." After the Minnesota Higher Education Coordinating Board found inconsistent statewide definitions of college level skills, a task force was formed to develop standards for reading, writing, and mathematics. These standards have been disseminated in Minnesota high schools and colleges. The development of standards for biology and the social sciences has been recommended, as well as the development of diagnostic tests to be administered to high school juniors. The second project was the development of standards for the associate degree. A task force developed principles, definitions, outcomes, and outcome measures. The definition of bachelor's degree standards is also planned. The third task force project is the development of expected outcomes of teacher education programs. The outcomes address three educational areas: a broad liberal arts education, the teacher education curriculum, and pedagogy linked to the particular subject being taught. (GDC)

ED 282 910 TM 870 323

Sapp, Gary L.

Sociocultural Factors and Bender Visual Motor Gestalt Performance.

PUB DATE- 84
NOTE- 10p.; Paper presented at the Annual Convention of the National Association of School Psychologists (Philadelphia, PA, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Age Differences; Elementary Education; Emotional Response; Learning Disabilities; *Predictive Measurement; *Racial Differences; Screening Tests; *Sex Differences; *Social Differences; Test Validity
IDENTIFIERS- *Bender Visual Motor Gestalt Test; California Achievement Tests

The Bender Visual Motor Gestalt Test (BG), a test of visual-motor integration, is a screening device used to investigate school-related factors that may produce poor academic achievement and learning disabilities. Because BG test stimuli are not obviously related to classroom content, and because BG scores are frequently offered as evidence of need of special education placement, its validity has often been questioned. Two studies were conducted examining the effects of selected sociocultural variables on BG developmental scores. The first study examined the effects of ethnicity, gender, social class and age on BG developmental scores. Emotional indicators (EI) were also compared across the same variables. This study showed ethnicity was significant as a predictor variable in that black children made a significantly greater number of scoring errors than white children. Social class membership also produced significant differences in scores. Study two compared the effects of ethnicity, gender and social class on BG developmental scores and EI scores. The validity of the BG for predicting academic achievement was examined by comparing BG developmental scores and scores of the California Achievement Test. The results did not support the contention that black students tend to obtain lower BG scores than white students; when IQ was held constant across groups, no significant differences between black and white children were obtained. Interpretation of BG scores is best accomplished in light of the respective IQ levels of the students. (BAE)

ED 282 924 TM 870 344

Cancelli, Anthony A.
Methods for Arriving at Clinical Judgments in Peer Evaluation.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Ability; *College Faculty; Data Analysis; Data Collection; Evaluation Criteria; *Evaluation Methods; Higher Education; Instructional Development; Interviews; Lesson Observation Criteria; Models; *Peer Evaluation; *Teacher Behavior; *Teacher Evaluation; Teaching Methods
The peer evaluation model of university teaching is composed of three domains of behavioral and cognitive skills which, in combination, represent the elements expected of professionally competent teachers. These domains are: (1) the conception of the professional role for which students are being prepared; (2) instructional design; and (3) the execution of the instructional strategy. The measurement of competence in each of these domains poses a particularly difficult challenge. Consistent with the underlying philosophy of the model, methods were developed for collecting data for different dimensions in each of the domains. The data base for making judgments was constructed from interviews with the faculty member and his/her students, classroom observations, and a review of the course syllabus and other course materials. Independent clinical judgments based on definitions of expertness were made by each of six reviewers. Following these independent judgments, disagreements were discussed and consensus reached. The purpose of this paper is to describe the methods employed to collect the data and the processes used to arrive at a consensus clinical judgment. Appendices contain: (1) the scoring sheet used by reviewers to evaluate a professor; and (2) the scoring agreement sheet used by the chairperson to identify the percent of agreement between the reviewers. (Author/JAZ)

ED 282 937 TM 870 412

Webb, Kathleen S.; And Others

A Clerical Classification Plan--A Process and a Product.
Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PUB DATE- Jan 87
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classification; *Clerical Occupations; Elementary Secondary Education; *Employment Programs; Equal Opportunities (Jobs); *Job Analysis; Occupational Information; *Personnel Evaluation; Program Evaluation; Public Schools; *School Personnel; Superintendents; Supervisors
IDENTIFIERS- *Job Classification; *Mesa Public Schools AZ

The study described the issue of classification of Schedule C classified personnel in the Mesa Public Schools (Arizona). This schedule consisted of 393 primarily clerical employees. Since 83 separate job classifications existed within a 30-grade salary schedule, the major concern was whether classification and reclassification of personnel in this schedule was equitable and comprehensive. This report presents the process, results, and recommendations of the study. A weighted-in-points classification system was developed and implemented in order to assess a point value and classification grade for each job position. Information was gathered from incumbent employees, their immediate supervisors, superintendents, and a steering committee. The results from the overall study recommended reclassification for 163 personnel, 109 of which were working in schools. Appendices (the major portion of this volume) include information on: (1) job classifications; (2) job task descriptions; (3) Schedule C classification weighting of job factors; (4) the classification instrument; (5) formula for weighted totals; (6) the response form; (7) total point value ranges for salary grades; (8) Schedule C classification of jobs, and rank order by present grade; (9) recommendations for classification and reclassification; (10) the proposed Schedule C job family organization; (11) the proposed classification and reclassification plan for Mesa Public Schools; and (12) the report of cost and number of personnel suggested by the classification study. (JAZ)

ED 282 965 UD 025 578

Turner, Alfreda

The Behavior and Style of Black Students.

PUB DATE- Dec 86

NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - General (140)
DESCRIPTORS- Academic Achievement; Bias; Black Education; Black Stereotypes; *Black Students; *Cognitive Style; *Cultural Differences; Intellectual Development; Learning Problems; Learning Processes; *Racial Differences; Teacher Attitudes
IDENTIFIERS- *Analytic Approach; Cognitive Deficit Theory; *Relational Approach (Information Retrieval)

Even when the socioeconomic background is controlled, there is still a difference between blacks and whites in academic achievement. Studies have shown that, though social class is a factor in that difference, ethnicity is the primary factor. This report discusses ideologies that have tried to explain that ethnic difference. It discusses the cognitive deficit theory and the black inferiority theory. It also considers research focusing on the relationship between the culture of the black community and the learning and expressive styles of black children. The report maintains that black students use the relational approach to learning. But educators and psychologists value and reward only the analytical approach to learning. They have responded to the relational style and behavior by either ignoring them or attempting to erase them. The effect of that conflict on blacks is covered. A list of references is appended. (PS)

ED 282 805 SO 018 172

Mitchell, Alaire; And Others
Apartheid in South Africa: Lessons and Activities. Elementary and Secondary in One Volume.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- 9 Dec 86
NOTE- 59p.
AVAILABLE FROM- Board of Education of the City of New York, 131 Livingston Street, Brooklyn, NY 11201 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Controversial Issues (Course Content); Curriculum Development; Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; Instructional Materials; Lesson Plans; *Racial Attitudes; *Racial Segregation; Simulation; *Social Studies
IDENTIFIERS- *Apartheid; *South Africa

This document contains two sets of lessons designed to teach elementary and secondary students about apartheid in South Africa. The goals of the lessons are: (1) to create a greater awareness of recent events related to the practice of apartheid by the South African government; (2) to provide a greater understanding of the effects of apartheid on the people of South Africa; and (3) to discuss the various options open to U.S. foreign policy makers, individuals, governments, and institutions in dealing with South Africa. There are two lessons on the elementary level designed to involve students in exploring the problems created by apartheid. Simulation and role-playing activities are used on the elementary level to enhance the instruction. The secondary level lessons are more detailed and encourage discussion and debate on the problem of apartheid. There are also role-playing and simulation activities for the secondary level. Enrichment activities, a glossary, and a bibliography are provided for both sets. (SM)

ED 282 835 SP 028 834

Stillwell, Jim L.
Making and Using Creative Play Equipment.
REPORT NO.- ISBN-0-87322-084-6
PUB DATE- 87
NOTE- 115p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 ($14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Athletic Equipment; *Creative Activities; Elementary Education; *Physical Education; Play; *Playground Activities; Psychomotor Skills; Recreational Activities
IDENTIFIERS- *Playground Equipment

This book contains descriptions and illustrations for 49 pieces of handmade or improvised equipment suitable for children. Included with each piece are: (1) information pertaining to the objectives for using the equipment; (2) necessary materials and instructions for construction; (3) suggested individual, partner, and/or group activities for use; and (4) comments concerning safety, availability of materials, equipment modification, and storage. Chapter I presents and overview of the book's objectives. Play equipment and activities for promoting the development of the eight basic locomotor skills are presented in Chapter II. Chapter III discusses equipment and activities to enhance the five manipulative skills. Chapter IV describes equipment and activities that encourage the development of selected perceptual-motor skills. Chapter V offers equipment for day-to-day organizational uses. In addition, three appendices are included that discuss play formations, obstacle course designs, and the benefits derived from each activity. A bibliography is included. (JD)

ED 282 790 SO 017 843

Political and Citizenship Education in Swedish Schools in the 20th Century: The Role and Concept Formation of Social Subjects. School Research Newsletter 1986:6.

National Swedish Board of Education, Stockholm.
PUB DATE- Jun 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizenship Education; *Curriculum Research; *Educational History; *Educational Planning; Elementary Secondary Education; Foreign Countries; Instructional Materials; *Political Science; Research and Development Centers; Science Education; Social Sciences
IDENTIFIERS- *Sweden

The research project has been funded by the Swedish National Board of Education (NBE) since 1983 and will be formally concluded and reported on in 1987 and 1988. This project forms parts of the NBE's work on the teaching of science and social subjects in compulsory school and is to include the analysis and testing of the feasibility of integrating these subjects. The project seeks to view and analyze in theoretical and didactic terms the teaching of social subjects in Swedish schools. Additionally, the project will examine the curriculum and teaching materials as a reflection of citizenship and political education. This report contains the following sections: (1) background to the project; (2) gains made; (3) research under the project; (4) international ramifications; (5) some notes on curricular theory and didactics; and (6) the anticipated date of the final report. Forty-six references conclude the document. (BZ)

ED 282 882 SP 028 959

Newton, Anne E.
Teacher Quality. An Issue Brief.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 53p.; Appendix B contains small print.
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast & Islands, 290 South Main St., Andover, MA 01810 ($5.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Merit Pay; *Needs Assessment; Preservice Teacher Education; *Professional Development; Teacher Education Programs; *Teacher Effectiveness; *Teacher Improvement; Teacher Orientation; Teacher Salaries; Teacher Student Ratio; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS- *Puerto Rico

On September 30, 1986, 22 educators met in a forum on the Quality of Teaching in Puerto Rico to examine the problem of declining quality in the teaching force. Specifically, participants were concerned about working conditions, preparation, and professional development of teachers. After identifying the causes for the decline of teacher quality in Puerto Rico (and the United States), recommendations for action were made: (1) increase teachers' salaries to a competitive level; (2) provide incentives to reward teacher excellence and enhance the prestige of the profession (e.g., career ladders, merit pay, increased teacher role in decision making, adequate support); (3) reduce student/teacher ratio; (4) increase coordination among universities and the Department of Education to improve teacher education programs; and (5) provide more opportunities for continuing education and inservice training. In this monograph, current knowledge available from literature, research, and practice is applied to all of these recommendations. Appendices include a description of an exemplary career ladder program and data on selected projects funded by the Office of Educational Research and Improvement. (JD)

ED 282 951 UD 025 559

Harvey, Jim

Ethnicity and Gender in Australian Education.

PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Educational Discrimination; *Educationally Disadvantaged; *Equal Education; Ethnic Discrimination; Females; Foreign Countries; *Government School Relationship; *Multicultural Education; Political Issues; Politics of Education; *Sex Bias
IDENTIFIERS- *Aboriginal People; *Australia

The Australian education system is denying equity and social justice to ethnic minorities and women. This paper examines the development of Australia's educational policy for those two groups. It argues that the educational disadvantages they have experienced have been enhanced by the marginalization of the issues. Policies such as multicultural education and non-sexist curricula have failed to redress the imbalance because they moved the focus away from structural inequalities which reproduce the disadvantages of ethnic minorities and women and instead focused upon cultural and attitudinal characteristics of the group themselves. In the current climate of economic recession and increasingly centralized control of curricula in Australia, moves to "mainstream" educational programs for women and ethnic minorities merely represent a shift from marginalization to over-generalization, creating policies intended for "all" students, but which fail to be informed by the different educational experiences and outcomes of the two groups. This report is divided into discussions of the following: (1) state ideology and educational policy in Australia; (2) the structure of the Australian education system; (3) curriculum innovation and the process of marginalization; (4) the bureaucratization process; and (5) from marginalization to mainstream: incorporating ethnicity and gender into all aspects of the schooling process. (PS)

ED 282 776 SE 048 202

Blosser, Patricia E.
Science Misconceptions Research and Some Implications for the Teaching of Science to Elementary School Students. ERIC/SMEAC Science Education Digest No. 1, 1987.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87

NOTE- 4p.
CONTRACT- 400-86-0016
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cognitive Restructuring; Cognitive Structures; Concept Formation; *Concept Teaching; Elementary Education; *Elementary School Science; Instructional Improvement; *Learning Theories; Literature Reviews; *Misconceptions; Science Education; *Science Instruction; Scientific Concepts; Teacher Education
IDENTIFIERS- ERIC Digests; *Science Education Research
This ERIC Digest describes the parameters of misconception research as it relates to the learning of science and highlights some of its implications for the teaching of science in the elementary school. The document reviews terminology associated with misconception research, identifies common characteristics of misconceptions, and specifies strategies and directions for teachers and teacher educators of elementary school science. (ML)

ED 282 820 SO 018 285

Appell, G. N., Ed.
Modernization and the Emergence of a Landless Peasantry: Essays on the Integration of Peripheries to Socioeconomic Centers. Studies in Third World Societies Publication No. 33.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
PUB DATE- Sep 85
NOTE- 403p.

AVAILABLE FROM- Studies in Third World Societies, Department of Anthropology, College of William and Mary, Williamsburg, VA 23185 (write for price).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Laborers; *Developing Nations; Developmental Programs; Economic Development; Foreign Countries; Higher Education; Industrialization; *Land Use; *Modernization; Non Western Civilization; Rural Areas; Rural Development; *Social Change; Social Sciences; *Sociocultural Patterns; Traditionalism
IDENTIFIERS- Africa; Bangladesh; India; *Indonesia; *Malaysia; Mexico; New Guinea; Philippines

Many developing nations are engaged in efforts to transform the traditional agricultural sectors of their economies into modern forms that are more closely linked to the national economy and the export market. Almost universally, the traditional rights to land of the indigenous populations are ignored. The 12 essays in this book examine the processes of the integration of indigenous agricultural populations into the modern world economic system. The essays are: "Integration of the Periphery to the Center: Processes and Consequences" (G.N. Appell); "Landlessness in Palau" (Mary McCutcheon); "The Formation of Aboriginal Reserves: The Effects of Land Loss and Development on the Btsisi' of Peninsular Malaysia" (Barbara S. Nowak); "Land Tenure and Development Among the Rungus of Sabah, Malaysia" (G.N. Appell); "The Kantu' System of Land Tenure: The Evolution of Tribal Rights in Borneo" (Michael R. Dove); "The Bulusu' of East Kalimantan: The Consequences of Resettlement" (G.N. Appell); "Agricultural Development and Social Equity in the Upland Philippines" (James F. Eder); "Government Interference and Loss of Land: An Interpretation of Growing Landlessness Among Adivasis of South Gujarat, India" (C. Baks), "Modernization, Pauperization, and the Rise of Landlessness: A Case Study from Bangladesh" (S.M. Nurul Alam); "Development Policy, Land Reform, and Economic Stratification Among the Mbeere of Central Kenya" (Jack Glazier); "Truck Farming, Foreclosure and Class Structure in Rural Mexico" (Thomas Crump); and "Little Landlessness, But..." (Anton Ploeg). (BZ)

ED 282 851 SP 028 886

Moore, Barbara McGregor
Individual Differences and Satisfaction with Teaching.
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Educational Attainment; Elementary Secondary Education; Ethnicity; *Job Satisfaction; Sex Differences; Social Class; Socioeconomic Status; *Teacher Attitudes; *Teacher Characteristics; *Teaching (Occupation)

This study sought to discover if individual differences in sex, ethnicity, socioeconomic status (SES), age, and education affected teachers' attitudes toward their careers in teaching. The subjects were 489 certified, classroom teachers from six elementary, three middle, and three high schools. The schools represented rural, suburban, and urban districts in Southern California. Data were collected on demographic variables, individual, job and career factors, and two measures of satisfaction. Women outnumbered men in the sample, the average age was 38 years, and the average length of teaching experience was 12 years. Most of the teachers were from white, middle class backgrounds, and more than half had advanced degrees. The number of elementary and high school teachers was slightly higher than those who taught middle grades. Findings indicated that the majority of all teachers, in all subgroups, were satisfied with every job factor except student motivation and regarded teaching as a satisfactory job when judged on a daily basis. However, more than half of the teachers were dissatisfied with teaching as a career, stressing the importance of status, pay, and power. More women, whites, and teachers in the middle and upper SES were satisfied. It is suggested that these career aspects of teaching discourage highly qualified college graduates from entering or staying in the profession. Survey data are presented in tables, and references are included. (JD)

ED 282 867 SP 028 915

Conclusions from Work Undertaken and Texts Approved by the CDDS, 1978-1986.

Council of Europe, Strasbourg (France). Committee for the Development of Sport.

REPORT NO.- CDDS(87)-INF-1E-Pt2

PUB DATE- 87

NOTE- 130p.

AVAILABLE FROM- Council of Europe, 67006 Strasbourg, Cedex, France.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Athletics; Correctional Institutions; *Foreign Countries; Leisure Time; Physical Activities; *Physical Education Facilities; Physical Fitness; *Policy Formation; *Public Schools; *Recreational Activities

This document sets forth conclusions and recommendations compiled chiefly from seminars organized for the Committee for the Development of Sport (CDDS) in various European countries between 1978 and 1986. Contributions to the document are presented on the following topics: (1) training teachers of physical education and sport; (2) sport at schools for school leavers, and for children; (3) sport and physical education in primary schools; (4) testing physical fitness; (5) sport and local authorities; (6) integrated facilities; (7) low-cost facilities; (8) European policies for sports facilities; (9) sport for immigrants and the mentally handicapped; (10) greater involvement of women in sport; (11) sport in tourist areas; (12) sport for prisoners and young delinquents; (13) sport in areas of special need; (14) guidelines for national sports organizations in the conclusion of sports sponsorship agreements; (15) professional support of volunteers in sport; (16) the challenge of increasing leisure time to sport and recreation policies; (17) evaluation of the impact of sport for all policies and programs; and (18) new partnerships in sport. (JD)

ED 282 897 TM 870 276

Sarvela, Paul D.; Noonan, John V.
Testing and Computer-Based Instruction: Psychometric Considerations.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Assisted Testing; Educational Testing; Equated Scores; Feedback; Higher Education; *Test Construction; *Test Format; *Testing Problems; Test Items
IDENTIFIERS- Curriculum Related Testing

Although there are many advantages to using computer-based tests (CBTs) linked to computer-based instruction (CBI), there are also several difficulties. In certain instructional settings, it is difficult to conduct psychometric analyses of test results. Several measurement issues surface when CBT programs are linked to CBI. Testing guidelines state that computer-administered testing should provide at least the same degree of feedback to examinees regarding their responses as traditional testing formats. This guideline has interesting implications for CBT. Although answer changing should be allowed when the examinee feels another answer is more appropriate or the examinee pressed the wrong key, the amount of time allowed for changes is significant. In adaptive testing, item presentation is based on previous responses. Another drawback of CBT is the difficulty in scoring constructed response or short answer items--the recommended way to test recall of facts. Item contamination is an additional problem, because CBI allows students to preview items, receive feedback while items are still being presented, or retake items. The final problem is the non-equivalence of groups tested. Since examinees are rarely administered the same items on a test, it is difficult to compute item and test statistics. (GDC)

ED 282 966 UD 025 579

Gaines, Margie L.
Magnet School Attractions: Magnet Schools Assistance Program, 1985-86. Executive Summary.
Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- Pub-85.42
PUB DATE- 30 Sep 86
NOTE- 30p.; For related document, see UD 025 573.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education;

*Enrollment Influences; Expenditure per Student; Incentives; *Magnet Schools; Minority Groups; School Desegregation; Science Curriculum; Sex Differences
IDENTIFIERS- Austin Independent School District TX

A program to expand and improve magnet schools in the Austin Independent School District (AISD) was funded by the U.S. Department of Education in 1985-1986. Results of the program were: (1) increased and more stable enrollments in magnet elementary schools; (2) large achievement gains in reading, mathematics and science for students in a high school science magnet program; (3) increased enrollment at a magnet desegregated high school; (4) less overcrowding in nonmagnet elementary schools; (5) an increase in the number of students enrolled in honors courses at the magnet high school; and (6) positive student evaluations of the magnet science academy. Program outcomes which caused some concern were: (1) a transfer policy which restricted the acceptance of many students to the magnet foreign language program; (2) the lack of applications from minorities and females in the science program on par with their representation in the district; and (3) the lack of significant progress in developing a science magnet curriculum at the elementary school level. This report provides graphic presentations of statistical data including allocation of the grant and details of per pupil expenditures. (VM)

ED 282 791 SO 017 900

Hooghoff, Hans

Why a Transatlantic Network? Some Thoughts on Feasibility and Effectiveness.

PUB DATE- 6 Oct 86
NOTE- 6p.; Paper presented at the Annual Conference of the Transatlantic Network on Global Education (2nd, New York, NY, November 8-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperation; Curriculum Development; *Diffusion (Communication); *Educational Cooperation; *Global Approach; Higher Education; International Programs; *International Relations; *Networks; *Regional Cooperation

Despite the phenomenon of cooperation and collaboration between and among nations in many areas, networks for the benefit of education are nearly nonexistent in Western Europe. A "network" means the collaboration between educational institutions in the field of curriculum development, training, research, dissemination, transfer, and implementation with the aim of working toward educational innovation and improvement. More internationally-oriented teaching matter, integration of the social sciences, and strengthening the role of social studies are some of the possibilities suggested. On the other hand, it is important to know in advance what is wanted, for whom, how, and with what means before embarking upon a joining of networks or institutions with the object of transferring and exchanging information. Possibilities, means, and feasible strategies must be available for setting up such an infrastructure. (KWL)

ED 282 806 SO 018 181

Lyons, Thomas T., Ed.
The President: Preacher, Teacher, Salesman. Selected Presidential Speeches, 1933-1983.
REPORT NO.- ISBN-0-9608014-4-8
PUB DATE- 85
NOTE- 226p.
AVAILABLE FROM- World Eagle, Inc., 64 Washington Avenue, Wellesley, MA 02181 ($11.95 plus $1.75 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- Communication Research; Federal Government; *Governance; Mass Media; *Persuasive Discourse; *Political Issues; Politics; Presidential Campaigns (United States); *Presidents of the United States; Public Opinion; Public Speaking; Secondary Education; Speech Communication; *Speeches; *United States History

Presidents can inspire, exhort, and lift their fellow citizens to new levels of hope and moral purpose. Presidents have with varying degrees of success presented visions that helped many citizens transcend the despair of economic depression, the horrors of war, or the brutality of racial violence. Presidents have used their powerful tools of persuasion to sell themselves and their personal interests. Presidential words can inspire, inform, and lead, or discourage, confuse, and deceive. This volume includes 36 presidential speeches written over the last half century. Some try to inspire and to exhort moral messages, others attempt to confront problems and promote fresh views, provoke thought, and create national dialogue. Each speech is preceded by brief editorial introduction and a few questions to guide the reader. Following each speech are some hard data--facts that the President may have had in mind as he drafted his text or developments that came in the wake of his words. A variety of graphics present data--charts, graphs, statistical tables. This material is designed to help the student connect the Presidents' words with the realities of their historical context. (BZ)

ED 282 836 SP 028 836

Bannon, Joseph J.
Dreaming of the Future. J. B. Nash Scholar Lecture.

PUB DATE- Apr 87
NOTE- 45p.; J.B. Nash Scholar Lecture presented to the American Association for Leisure and Recreation (Las Vegas, NV, April, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Futures (of Society); *Leisure Time; *Life Style; *Policy Formation; Political Power; Recreation; *Trend Analysis

In a discussion of the implications of future trends on the profession of leisure and recreation services, consideration is given to possible world developments, both catastrophic and benign. Proposals and suggestions are made for improving leisure services, including the involvement of educators in political action and increased research and evaluation of human behavior in leisure settings. It is pointed out that since financial resources for leisure and recreation will probably shrink, imaginative planning and use of present and future resources will be essential. (JD)

ED 282 911 TM 870 324

Dockrell, W. B.

Technical Issues in the Assessment of Affective Characteristics.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affective Behavior; Affective Measures; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Factor Analysis; Factor Structure; *Foreign Countries; Profiles; Student Behavior; *Student Characteristics; *Student Evaluation
IDENTIFIERS- *Scotland

With the advent of profiling and maintaining records of achievement, the assessment of the affective characteristics of pupils has become an issue of general concern in England. The Scottish Council for Research in Education has been involved in programs investigating the assessment of individuals and the evaluation of curricula. Teachers can evaluate the impact on attitudes of their courses by using straightforward techniques. Both parents and teachers want assessments of affective characteristics to be used for two purposes: (1) formative evaluation during the course of education; and (2) summative evaluation at the end of schooling. The Scottish Headteachers sought to improve the accuracy of individual assessments in a number of ways. The first issue that the team tackled was the simplification and clarification of the characteristics to be assessed. A description of two studies illustrated two systems of assessments. The second issue that the Scottish team approached was the accuracy of individual assessments. Teachers working with the team wanted to record and report affective qualities at different levels. Statements of actual behavior observed by teachers, anchored in scales defined by crucial indices, were found to be both accurate and fair as assessments of individuals. (BAE)

Henderson, Ronald W.; Landesman, Edward M.
A Preliminary Evaluation of Student Preparation for the Study of Calculus.
California Univ., Santa Cruz.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
REPORT NO.- TR-86-1
PUB DATE- 15 Dec 86
NOTE- 51p.; A product of the Group for Research in Mathematics and Science Education.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Calculus; Correlation; Grade Point Average; Higher Education; Mathematical Models; *Mathematics Achievement; Multiple Regression Analysis; Path Analysis; Predictive Validity; Predictor Variables; *Questionnaires; Racial Differences; *Remedial Mathematics; Sex Differences; *Student Characteristics; Surveys
IDENTIFIERS- LISREL Computer Program; Scholastic Aptitude Test; University of California Santa Cruz

This report explores the student background characteristics that might be associated with success or failure in calculus and evaluates the effectiveness of remedial mathematics education. The sample consisted of two groups at the University of California, Santa Cruz: (1) all students (105) who took first quarter calculus in spring, 1985; and (2) all students (138) who enrolled in a remedial course during 1983-84 and 1984-85 academic years. A path analytic approach was used to evaluate the background data of sex, ethnicity, and high school grade point average (HSGPA); scores on the mathematics section of the Scholastic Aptitude Test; and performance in the calculus course. Neither the path from sex to HSGPA nor the path from ethnicity to HSGPA was found to be significant. The path from sex to Scholastic Aptitude Test was highly significant. The path from ethnicity to performance in calculus (CALCTOT) was not significant. The highest path coefficient in the model was from HSGPA to CALCTOT. A survey and interviews with a small sample also gathered information on study habits, use of support services, perception of adquacy of instruction, self-efficacy, and learning modality preference. Larger samples are needed to determine if the survey instrument might be a useful predictor of student mathematics performance. Survey instruments are appended. (BAE)

ED 282 938 UD 025 399

Conrath, Jerry
As the Pendulum Swings: Four Cautions for Alternative Educators.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Educational Objectives; Educational Vouchers; Elementary Secondary Education; *High Risk Students; *Nontraditional Education; Potential Dropouts; Program Improvement; *Student School Relationship; *Teacher Role; *Teaching Methods

This paper offers four recommendations for alternative school educators and others who work with at-risk students: (1) The real "experts" are those who work directly with at-risk youth in classrooms. (2) Schools should not provide students with choices while forsaking their obligation to teach them how to actively participate in the culture. If allowed to choose bits and pieces of education, in the name of interest and variety, students can be denied the chance to experience intellectual continuity and cohesion, choices of the type encountered in the real adult world. (3) Educators must stop patronizing at-risk students, who, though discouraged and defeated learners, do not benefit from lavish, external rewards. For true achievement, youth need serious, thoughtful assignments and they need the internal rewards of honest effort. (4) An emphasis on homework and efforts to involve parents in educating are cruel to students whose homes are hostile and unsupportive. Privatization schemes, such as Secretary of Education William J. Bennett's voucher plan, will not increase the choices of at-risk youth. (KH)

ED 282 837 SP 028 839

MacDonald, Judith B.

The Use of Reacting Moves in Promoting Discourse.

PUB DATE- Apr 87
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Discussion (Teaching Technique); Elementary Education; Learning Strategies; *Student Reaction; Teacher Behavior; *Teacher Response; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Bellack System

A brief description is given of the Bellack System, which is used to analyze the content and structure of discussion. The system identifies who speaks, when they speak, and what they say. Four types of pedagogical "moves" were identified by Bellack: (1) a structuring move--beginning a new topic; (2) a soliciting move--a question; (3) a response move--a reply to a question; and (4) a reaction--a comment following a response. In this study, a group of 26 sixth and seventh grade students and their teacher were observed during social studies discussion sessions for a period of 16 weeks. The discussions, which lasted from 20 to 40 minutes, were audiotaped, transcribed, and analyzed by an adaptation of the Bellack System. (JD)

ED 282 852 SP 028 887

Killian, Joyce E.; And Others
Cooperating Teachers as Instructional Supervisors: The Effects of Their Preparation on the Quality of the Student Teaching Experience.
PUB DATE- 24 Apr 87
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Field Experience Programs; Higher Education; Preservice Teacher Education; *Student Teachers; *Supervisory Training; *Teacher Effectiveness

This study expands a previous longitudinal study. The field experiences of students placed with trained and untrained cooperating teachers were compared by analyzing records of time spent in various classroom activities, planning, and conferencing. Subjects were 35 elementary and secondary education student teachers participating in a 16-week student teaching semester in a rural school district. Seventeen student teachers were placed with trained cooperating teachers; 18 were with untrained cooperating teachers. The subjects kept daily records of the amount of time they spent on observation, full- and small-group teaching, tutoring, and supervisory duties. Taped interviews at mid- and end-of-semester yielded data about lesson planning and conferences with cooperating teachers. Following a brief description of the training program for cooperating teachers, the major activities of the student teachers and data gathered from interviews are discussed. It is noted that elementary teachers were disproportionately represented in the trained sample and thus created an imbalance in the analysis of the comparative effect of grade level. Support was found for the assertion that training for cooperating teachers helps to prepare them for their role. (JD)

ED 282 868 SP 028 916

Covington, N. Kay
The Effects of Long Distance Running on Preadolescent Children.
PUB DATE- Apr 87
NOTE- 21p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Exercise Physiology; Physical Development; Physical Fitness; *Preadolescents; *Running

This study investigated the effects of selected physiological variables on preadolescent male and female long distance runners. The trained group was comprised of 20 children between the ages of 8 and 10 who had been running a minimum of 20 miles per week for two months or longer. The control group was made up of 20 children of the same ages who were not participating in an organized recreational sport. The physiological parameters compared were maximum oxygen consumption, bone density width, cortical score, and bone mineral content. The findings suggested that participating in long distance running was advantageous for the runners. A bibliography is included. (JD)

ED 282 883 SP 028 960

Stolworthy, Reed L.

Managing Classroom Behavior Effectively: Measuring the Competency in the Preparation of Teachers.

PUB DATE- 2 Jul 87
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Self Evaluation (Individuals); *Student Teachers; *Teacher Effectiveness; *Teacher Evaluation

This study, focusing on competency in managing classroom behavior, compared evaluations of a group of 24 student teachers with evaluations of the same group at the end of its first year of teaching. The evaluating instrument presented 25 competencies in the areas of professional, instructional, and interpersonal competence. The subjects of the study were asked to rate themselves on these competencies in the fall semester of their final year as student teachers. Their university supervisors and cooperating teachers evaluated student performance using the same instrument. At the end of their first year of teaching, the subjects were asked to rate themselves again with the evaluation instrument, and their principals completed the appropriate instrument measuring the students' competence in classroom management. The resulting data are presented on tables and graphs, and a discussion is presented on variations and consistencies found in the evaluations. (JD)

ED 282 952 UD 025 560

Chamberlain, Ed

Home School and Adult Instruction Component, Home-School-Community Agents Project. Final Evaluation Report. Revised.

Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Antisocial Behavior; *Dropout Prevention; Family School Relationship; *High Risk Students; High Schools; Home Visits; Middle Schools; Potential Dropouts; Predictor Variables; Program Evaluation; *School Counseling; Urban Education
IDENTIFIERS- *Columbus Public Schools OH; Disruptive Behavior; Dropout Prediction Scale

The Home-School-Community Agent (HSCA) Project of the Columbus, Ohio Public Schools was successful in identifying disruptive pupils and helping them make some positive adjustment to those aspects of their lives that interfere with their success in school. Even though definitive gains in pupil attitudes fell slightly below the project goal, the project was considered valuable by pupils, HSCA staff, and school staff involved in it. The project was implemented during the 1985-86 school year by 20 Home-School-Community-Agents who served in eight high schools and 12 middle schools. Each HSCA worked on an in-depth basis with approximately 60 pupils who had

been identified as disruptive and served as their liaison with the school. This evaluation of the HSCA Project used questionnaires to collect data on pupil attitude, elements obstructing achievement, pupil progress, pupils' perceptions of the Project, and school staff perceptions of the Project. Of these pupils, 108 (49.5%) demonstrated some positive change in their attitude toward teachers, education, and school behavior. Two appendices to the evaluation provide the following: (1) a list of dropout probabilities by grade; and (2) survey instruments used for data collection. (PS)

ED 282 967 UD 025 580

Cobb, Herman, Jr.
The Secondary Student Progress Plan, Grades Seven and Eight. School Year 1985-86.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
PUB DATE- Jan 87
NOTE- 31p.; For the 1984-85 report, see ED 249 626.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Age Grade Placement; *Board of Education Policy; *Eligibility; Grade 7; Grade 8; Junior High Schools; *Student Placement; Urban Education
IDENTIFIERS- District of Columbia Public Schools

This report evaluates the 1985-86 implementation year of the District of Columbia Public Schools Secondary Student Progress Plan (SSPP), which delineates courses of study for secondary students and establishes uniform procedures for grading and promotions. SSPP was implemented in Grade 7 in 1984-85 and Grade 8 in 1985-86. Evaluation data were collected during visits to implementation sites. The report is divided into an introduction and three chapters, which present the following: (1) development and description; (2) effects of implementation; (3) conclusion and recommendations. Three major needs are identified: (1) an immediate need to examine the automated scheduling process to determine if timelines can be more coordinated with the determination of student eligibility for promotion; (2) a need to establish a joint elementary-secondary task force to examine Grade 6 exit and Grade 7 entry level criteria for the purpose of developing a Grade 6-7, exit-entry level test; and (3) a need to establish an advisory group made up of secondary school administrators, counselors, teachers, parents and students to address concerns about grade level designations, additional tutorial and support service needs, and other issues. Two appendices present statistics on June 1986 promotion rates for Grade 7 and 8 students with Grade 7 rates compared to California Tests of Basic Skills (CTBS) grade equivalent scores by school, and percent of students with less than a 2.0 average as of June 1986 by school and grade. (KH)

ED 282 777 SO 017 199

Armstrong, Scott; Grier, Peter
Strategic Defense Initiative: Splendid Defense or Pipe Dream? Headline Series No. 275.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-103-X
PUB DATE- Oct 85
NOTE- 69p.
AVAILABLE FROM- Headline Series, Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016 ($4.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disarmament; *Foreign Policy; *National Defense; *National Security; Resource Materials; Satellites (Aerospace); Secondary Education; Technological Advancement; Units of Study
IDENTIFIERS- *Strategic Defense Initiative

This pamphlet presents a discussion of the various components of President Reagan's Strategic Defense Initiative (SDI) including the problem of pulling together various new technologies into an effective defensive system and the politics of the so-called "star wars" system. An important part of the defense initiative is the "layered" defense system in which star-wars weapons attack nuclear warheads at four phases of their 30-minute trip from silos to U.S. territory. One of the major weapons discussed is the railgun being developed at the Army's weapon design facility in Dover, New Jersey. This weapon uses bursts of electricity instead of gunpowder. At first the star-wars system would likely rely on railgun projectiles and warheads on fast rockets, both of which get their destructiveness from kinetic energy, the energy of motion. Another type of kinetic energy weapon that is much more technologically mature is the lightening-quick rocket interceptor. The U.S. military now has a wide range of such rockets in its arsenal, including shoulder-fired anti-aircraft Stingers, the Sidewinder, and the recently tested Air Force anti-satellite missile. These could be used to attack ballistic missiles and warheads in space. SDI officials do not see development of a practical and affordable beam weapon system occurring this century. Many technological advances are being made in the SDI program, but it may be near the turn of the decade before those working on SDI can say whether a working system can be developed. A series of questions designed to stimulate classroom discussion concludes the document. (SM)

ED 282 792 SO 017 911

Selected Entries on Demography and Its Bearing on Population Education in Seven Asian Countries. Abstract-Bibliography, Series 7.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 86
NOTE- 189p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Curriculum Development; *Demography; Educational Planning; *Educational Resources; Elementary Secondary Education; Environmental Education; Foreign Countries; *Global Approach; *International Education; *Population Education; Population Trends; Resource Materials; Teacher Education
IDENTIFIERS- Asia; India; Nepal; Pakistan; Philippines; Sri Lanka; Thailand

Focusing on the use of demographic information in the teaching of population education, this volume presents issues and problems encountered in planning and implementing such a program. Designed to provide basic reference sources for population education administrators, teachers, and curriculum developers, this book contains an up-to-date listing and critical survey of demographic studies in selected countries. There are 186 publication abstracts spanning the period 1975-1985. The book is organized into 10 sections: (1) General; (2) Population Size and Growth; (3) Age and Sex Composition; (4) Fertility; (5) Mortality; (6) Morbidity; (7) Nuptiality; (8) Migration; (9) Urbanization and Distribution; and (10) Impact of Population Growth on Socio-Economic and Education Variables. A geographical index and a subject index are included. (KWL)

ED 282 821 SP 028 601

Kuehl, Ray
Critical Behaviors of Cooperating Teachers/Key Persons in Quality Student Teaching Programs (A Research Study).
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Student Teachers; *Teacher Behavior; Teacher Educators; *Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- University of Northern Iowa

This study sought to identify the specific behaviors that enable performance assessment of cooperating teachers and to determine the degree of importance of each behavior as perceived by teacher educators and student teachers. During the 1982-83 academic year, data used in constructing the assessment instrument were gathered from elementary/secondary cooperating teachers and their student teachers, elementary/secondary principals, and college/university supervisors associated with the University of Northern Iowa student teacher program. The survey instrument was administered to 1162 cooperating teachers and 786 responses were received. The respondents indicated how much importance was placed on each of 43 critical behaviors based on a five-point Likert type scale. Tables display respondents agreement and and disagreement about cooperating teachers' critical behaviors in rank order. Recommendations are made on assessing and improving the performance of cooperating teachers. An example of the resulting 34-item assessment instrument is appended. (JD)

ED 282 898 TM 870 279

Lawrence, Ida M.; Dorans, Neil J.
An Assessment of the Dimensionality of SAT-Mathematical.
PUB DATE- Apr 87
NOTE- 48p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; *Factor Analysis; Factor Structure; Guessing (Tests); Higher Education; *Item Analysis; Least Squares Statistics; Mathematical Models; *Mathematics Tests; Test Theory
IDENTIFIERS- Confirmatory Factor Analysis; Exploratory Factor Analysis; Item Parcels; LISREL Computer Program; *Scholastic Aptitude Test; TESTFACT (Computer Program); *Unidimensionality (Tests)

Six editions of Scholastic Aptitude Test-Mathematical (SAT-M) were factor analyzed using confirmatory and exploratory methods. Confirmatory factor analyses (using the LISREL VI program) were conducted on correlation matrices among item parcels--sums of scores on a small subset of items. Item parcels were constructed to yield correlation matrices amenable to linear factor analyses. The items constituting a parcel measured the same dimension, and parcels measuring the same construct were parallel to each other. Content area (arithmetic, algebra, geometry, and miscellaneous) defined the parcel. Confirmatory factor analyses of item parcel data indicated that the SAT-M editions were unidimensional across different ability populations. Full-information factor analysis (using TESTFACT) was also used to assess dimensionality within item parcels. Analyses assuming a two-parameter model and a three-parameter item response model suggested that all parcels were unidimensional. A third set of analyses involved least-squares factor analyses of a smoothed positive definite matrix of tetrachorics adjusted for guessing. Despite the corrections for guessing, difficulty factors emerged, suggesting that factor analysis of adjusted tetrachorics suffers from the same problems that have plagued other attempts to factor analyze item data. Results supported the unidimensionality of SAT-M, with no empirical justification for reporting subscores based on content. (GDC)

ED 282 912 TM 870 325

Kluger, Miriam; And Others

The Use of Volunteers in Evaluation and Research Studies.

Child and Family Service, Hartford, CT.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.

PUB DATE- Jan 87
NOTE- 18p.
GRANT- 90-CW-0721
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperation; Family Programs; *Foster Care; *Interviews; Motivation; Participant Characteristics; *Program Evaluation; Recruitment; *Research Administration; State Surveys; Voluntary Agencies; *Volunteers; *Volunteer Training
IDENTIFIERS- Connecticut; Flexibility (Attitude); Monitoring

This paper addresses issues important to maintaining a volunteer effort in research and evaluation studies. The Research Department of Child and Family Services, a private agency in Connecticut, conducted a statewide study of children and youth in long-term foster care. Eighty-seven volunteers, mainly from the Junior League, were recruited to interview foster parents in 450 foster families. The volunteers were given two and one-half hours of training, and each volunteer was to complete ten interviews over a six-month period. Fourteen percent did not complete any interviews and only 21 percent of the group trained completed ten interviews. Volunteers completed brief, written questionnaires before and after the interviewing to determine their attitudes toward foster care and changes in their perceptions. The interviewing was perceived as a positive experience by the volunteers. The use of volunteers in this research was successful because of the volunteers' motivation, their interest in the topic, strong monitoring techniques, positive relationship between staff and volunteers, and staff flexibility. In assessing whether volunteers are a viable resource for a research project, the following issues need to be considered: recruitment, attrition, training, and monitoring of the volunteers; and the flexibility of the research staff. (JAZ)

The Plight of the Black Elderly: A Major Crisis in America. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-607
PUB DATE- 3 Oct 86
NOTE- 129p.; Some pages contain small, light print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Black Population Trends; *Health Needs; Hearings; Housing Needs; Medical Services; *Older Adults; Poverty; Public Health Legislation; Quality of Life; *Racial Differences; Social Services; Urban Culture; Urban Problems
IDENTIFIERS- Congress 99th

The gap in the quality of life between elderly blacks and elderly whites must be closed through the joint efforts of individuals; religious and community organizations; political institutions and the private sector. Solutions are especially needed in urban areas where the minority participation rate in supportive service programs is low and decreasing. Crime, poverty, poor transportation, and unattended illnesses account for this low user rate. Specific suggestions for the alleviation of these problems include: (1) ensuring accessibility to quality health care; (2) improving housing and its affordability; (3) controlling poverty; (4) subsidizing training in geriatrics in black medical schools; (5) enhancing the recruitment of minorities into health careers; (6) monitoring for prejudice and racism toward older black people; (7) assisting the families of elderly blacks with counseling, respite services, and household help; and (8) passing legislation to assure adequate funding for all of the above. Supporting data are presented emphasizing the social and demographic contrasts between sex and race among the elderly. Testimony was submitted by representatives from medical schools and organizations for the aged and minorities, among other individuals. (VM)

ED 282 807 SO 018 182

Gore, Deborah, Ed.
Constitutional Issues and Iowa.
PUB DATE- Feb 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Civics; *Civil Liberties; *Civil Rights; *Constitutional History; Elementary Education; Resource Materials
IDENTIFIERS- *Iowa; Tinker v Des Moines Independent School District; *United States Constitution

Important constitutional issues are presented in a manner appropriate for use in the classroom. Case studies and events from the history of Iowa are used to illuminate the Constitution and Bill of Rights. Freedom of expression and students' rights are discussed in "The Black Armband Case"; free exercise of religion as won by the Iowa's Amish is described in "Religious Rights"; and the women's suffrage movement as it occurred in Iowa is outlined in "Amending the Constitution: Woman Suffrage." A play on equality of education which can be read or performed by students is included. There are also selections discussing the development and evolution of both the United States Constitution and the Constitution of Iowa. (SM)

ED 282 838 SP 028 842

Martinello, Marian L.; And Others
A School-Museum-University Program to Develop Hispanic Children's Scientific Observation and Inferential Thinking.
PUB DATE- 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Development; *College School Cooperation; Higher Education; Hispanic Americans; Intermediate Grades; *Museums; Preservice Teacher Education; Questioning Techniques; *Science Instruction; Student Teachers

This document describes a school-museum-university collaborative model for the effective use of museum resources to develop scientific observation and thinking skills in minority children. Participants in the program were 268 Hispanic American fourth-graders, most of whom were from low socioeconomic backgrounds. Over a 12-week period the students, accompanied by student teachers, toured a museum science exhibit, had four classroom lessons related to the visit administered once a week, and in the 10th or 11th week revisited the museum exhibit. A pretest and tests given after each museum visit assessed children's thinking, observation, and inference abilities; the study also examined the project's influence on the student teachers' questioning skills. In order to test the influence of the time factor, a control group of 57 students of comparable background was given a 2-week intensive experience of the same program. Although great variability was found among test items, the control group's apparent growth in thinking skills argues that an intensive timeframe may be critical for science process learning. Overall, it was believed that the program and lessons had significantly improved students' skills and aided the preservice teachers in developing questioning skills to help guide the students' learning. (CB)

ED 282 869 SP 028 920

Snodgrass, Jeanne
"Take Care of Yourself" Program for Older Adults. Dance Movement Activities' Implications for Use as Therapeutic Interventions .
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Programs; Dance; *Exercise; Gerontology; *Health Education; *Older Adults; Program Effectiveness; *Recreational Activities; Swimming

A description is given of the "Take Care of Yourself" program which is an interdiscplinary program designed to provide health education and dance/exercise for older adults as well as gerontology field experience for medical and dance/exercise science students. The program offers older adults an opportunity to maintain and regain an active, more independent way of life. The focus is on health education and the development of self-care skills with increased attention to the need for physical exercise. Classroom activities are complemented by practicum experiences such as exercises, dance, walking, recreational sports and activities, cycling, and swimming. (JD)

ED 282 884 SP 028 974

Getting Started in the Secondary School. A Manual for New Teachers.
New York City Board of Education, Brooklyn, N.Y.
REPORT NO.- ISBN-88315-690-3
PUB DATE- 86
NOTE- 223p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Lesson Plans; Secondary Education; *Secondary School Teachers; *Teacher Orientation; Teacher Responsibility; Teacher Student Relationship; *Teaching Methods; Time Management
IDENTIFIERS- New York City Board of Education

This manual, designed to assist the beginning secondary school teacher in New York City, focuses on practical day-to-day matters such as discipline, class management, clerical procedures, lesson planning and teaching. Advice is given on: (1) the first day and first week of school; (2) purposes and procedures for the homeroom class; (3) subject classes; (4) student and teacher routines; (5) discipline techniques; (6) daily lesson plans; (7) records, reports and forms; and (8) responsibilities, relationships, and rewards. (JD)

Summerhill, W. R.; Taylor, C. L.
What We Have Learned about Extension Faculty Adoption of Evaluation as a Basis for Program Accountability.
PUB DATE- Nov 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; *Adoption (Ideas); Educational Assessment; Evaluation Methods; *Evaluation Utilization; *Extension Agents; Extension Education; Faculty; Models; Postsecondary Education; *Program Evaluation; Questionnaires; State Programs
IDENTIFIERS- *Florida Cooperative Extension Service; *Impact Evaluation; Mail Surveys

Substantial emphasis has been placed on Florida Extension faculty evaluating their educational programs for impact and the utilization of these data for program accountability, yet little is known of the extent to which the faculty have accepted this responsibility. In order to assess the stage of adoption of impact evaluation as a practice, and the use of data obtained, a random sample of 100 County Extension faculty were surveyed. Fifty-seven percent reported evaluating one or more programs for impact, and planned to continue to do so whenever appropriate. Eleven percent had done an impact evaluation, but were undecided about trying another one. Three percent had done an impact evaluation and indicated rejection of doing so in the future. The remaining 29 percent indicated that they had not rejected the concept but were at earlier stages of the adoption process. Of those adopting impact evaluation, 97 percent had assessed impact at the practice change or end results level. Home Economics Agents led in adoption of impact evaluation as a process, followed by agricultural agents and 4-H agents. Of those adopting impact evaluation, 71 percent reported utilizing the data for accountability purposes, with the primary audience being Extension Advisory Committees. Only 38 percent had used the data with county officials. County Extension Directors reported making greatest use of the data in accountability. The Questionnaire on the Importance and Use of Impact Evaluations is appended. (JAZ)

ED 282 953 UD 025 561

Vidal, Avis C.; And Others
An Evaluation of the Local Initiatives Support Corporation: Findings from Phase II. Discussion Paper D86-1.
Harvard Univ., Cambridge, Mass. Kennedy School of Government.
PUB DATE- Dec 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Change; *Corporate Support; Neighborhood Improvement; *Organizational Change; Organizational Effectiveness; Private Agencies; Private Financial Support; Program Improvement; Slums; *Urban Renewal
IDENTIFIERS- *Private Sector Initiative Programs; *Urban Development

This report summarizes the preliminary results of Phase II of an evaluation of the Local Initiatives Support Corporation (LISC), a national nonprofit lending and grantmaking institution founded in 1980 to draw private sector financial and technical resources into the development of deteriorated communities and neighborhoods. In this second phase of the evaluation, expansion of the field work to new areas of concentration permitted both validation of the Phase I findings about projects and organizations, and the development of preliminary insights about community impacts. The study relied heavily on data obtained from personal interviews. The report is divided into the following sections: (1) introduction and description of LISC; (2) outcomes of LISC-supported projects; (3) description of how assisted groups have enhanced their organizational capacity; (4) discussion of effects of LISC on the communities in which it works; and (5) an appendix listing all organizations and projects included in the evaluation. (PS)

ED 282 853 SP 028 890

Garcia, Eduardo
An Ethnographic Study of Teachers' Implicit Theories on Evaluation.

PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Cognitive Processes; *Decision Making; Elementary Education; *Evaluative Thinking; Foreign Countries; Logical Thinking; *Student Evaluation; *Teacher Attitudes
IDENTIFIERS- Spain

This research project studied the relationship between teachers' thinking and action, specifically, teachers' implicit theories in the subfield of evaluation. Particular focus was upon the way teachers generate their theories about teaching, the structure and content of such theories, and their influence on decisions and intructional practices. The paper presents some of the elements formulated by a Spanish elementary/middle school mathematics teacher, which make up a theory on the evaluation of teaching. This theory does not reflect a set of scientifically contrasted propositions, but rather a set of experiences confirmed by professional practice. The subjective character of its statements represents the different reflections during the teacher's daily activity in the classroom, thus being subject to a continuous evolution. The structure, which integrates it, is made up of isolated pieces, implicit in the teacher's thinking, which are reached through successive processes of classification and contrast. (JD)

ED 282 968 UD 025 581

Sickmund, Melissa
Children in Custody: 1982/83 Census of Juvenile Detention and Correctional Facilities.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.
REPORT NO.- NCJ-101686
PUB DATE- Sep 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Correctional Institutions; Cost Estimates; *Delinquency; Demography; *Institutionalized Persons; Institutional Personnel; Population Trends; Prisoners; Racial Composition; Unit Costs

The Children in Custody (CIC) report provides biennial information, in the form of statistical charts, on public and private residential facilities holding juveniles in custody across the country, and on the juveniles they hold. The reference date for this CIC census was February 1, 1983. Annual data are for the calendar year 1982. The major findings of this CIC census include the following: (1) 97 percent of the residents of public and private juvenile detention and correctional facilities were juveniles; (2) from 1979 to 1983 there was a 13 percent increase in the number of facilities; (3) public facilities held 62 percent of the total residents; (4) from 1972 to 1982 the average daily population in juvenile facilities increased 7 percent; (5) there were 624,928 admissions to juvenile facilities; (6) males constituted 80 percent of those in custody; (7) the rate of confinement was 250 per 100,000 of the age-eligible population; (8) delinquents accounted for 75 percent of juveniles in custody; (9) violent offenders were 24 percent of delinquents in custody; and (10) the average length of stay in public facilities was one and a quarter months; in private facilities it was four and a half months. (PS)

ED 282 778 SO 017 242

The Education System in Greece. Revised.

EURYDICE Central Unit, Brussels (Belgium).; Ministry of Education, Athens (Greece).

REPORT NO.- ISBN-2-87116-017-1
PUB DATE- Jul 84
NOTE- 90p.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Graduation Requirements; Higher Education; Migrant Education; Preschool Education; Private Education; *School Demography
IDENTIFIERS- *Greece

The education policy of the Greek government rests on the basic assumption that effective education is a social goal and that every citizen has a right to an education. A brief description of the Greek education system and of the adjustments made to give practical meaning to the provisions on education in the Constitution is presented in the introductory chapter. Chapter 1, "Primary Education," examines nursery schools, primary schools, and factors common to both. Chapter 2, "Secondary Education (Lower and Upper Cycle)," looks at the gymnasia, the lower cycle secondary education; the lykeions, the higher cycle secondary education; and middle technical and vocational education. Chapter 3, "New Legislation on Primary and Secondary Education," describes the Pedagogic Institute as an official state educational research and study organization, childrens centers, four kinds of lykeion, in-service teacher training, and a central council for special education. Chapter 4, "Tertiary Education," reviews higher technical and vocational education and university level education. Additional topics discussed include private education, special education, the movement of young people into the job market, the education of the children of Greek migrant workers, the education of children from foreign countries, and adult education. The document contains 17 tables of statistical data concerning the educational system of Greece. (APG)

ED 282 793 SO 017 995

Reynolds, William Bradford
The Bicentennial: A Constitutional Restoration.
Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- Feb 87
NOTE- 21p.; Address given by the Assistant Attorney General, Civil Rights Division, at the Lyndon Baines Johnson Library, University of Texas (Austin, TX, February 19, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constitutional Law; Court Litigation; *Court Role; *Federal Courts; *Governmental Structure; *Government Role; Judges
IDENTIFIERS- Bicentennial; *Federalism; State Role; Supreme Court; *United States Constitution
Judicial activism raises the question whether the people, through their elected representatives, should make decisions about social policy issues or whether these decisions will be made by appointed members of the federal judiciary. Through a series of judicial decisions, many basic social problems have become nationalized. Yet the U.S. Constitution originally intended that the states would tend to such matters as education, criminal justice, and the general welfare, morality, and health of their communities. Good constitutional government requires full allegiance to the structural design of the Constitution, and a due regard for the purposes and principles for which that structural design stands. A jurisprudence of original intention--adhering to the original intent of the framers of the Constitution--would give back to the people the power to decide basic social policy issues and restore democratic self-government. It is a way of constitutional thinking, litigating and judging that seeks to grant people ample latitude to choose answers for themselves. (SM)

ED 282 808 SO 018 183

Lehman, Robert, Ed.
Reflections on America. Volumes 1 and 2.
Charles F. Kettering Foundation, Dayton, Ohio.
PUB DATE- Jan 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)

DESCRIPTORS- *American Studies; *Civics; Constitutional History; *Democracy; *Instructional Materials; Social Studies; *United States Government (Course); United States History; Units of Study
IDENTIFIERS- Bicentennial; *United States Constitution

A series of articles celebrating the Bicentennial of the Constitution is presented in two volumes. The first article in Volume 1 is an interview by Bernard Murchland with Barbara Jordan discussing the effectiveness of the original Constitution. The second article, "If I Were President," is an interview by Bernard Murchland with Studs Terkel on the kind of United States seen by Terkel. David Mathews authored the last article which is the first part of a series on an in-depth look at the basic tenets of American democracy. An interview with Warren E. Burger concerning his position as Chairman of the Commission on the Bicentennial of the United States Constitution is the first article in Volume 2. Burger expresses his gratitude that the Congress has extended the life of the Commission to 1991 so the country can celebrate the entire Constitution. The second article is an interview with Pete Rose on "Baseball and the Game of Life" in which Rose discusses the relationship between sports and values in the United States. An article on the basic tenets of American democracy by David Mathews concludes the series. (SM)

ED 282 822 SP 028 604

Sutherland, Mary; And Others
The Adolescent Smoking and Health Project.
SPONS. AGENCY- Florida State Dept. of Health and Rehabilitative
 Services, Tallahassee.

PUB DATE- 81
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Decision Making; Drinking; *Health
 Education; Peer Influence; *Program Evaluation; Secondary
 Education; Smoking

This project was designed to specifically apply a health planning management system to a school based health education risk reduction program. Additionally, the Adolescent Smoking and Alcohol Project assisted youth in making informed decisions about the use/abuse of alcohol and cigarettes. Program components included a related knowledge base; communication, decision-making, coping, assertiveness and peer pressure building activities; and, intervention activities such as smoking cessation, peer counseling, or teenage pregnancy classes. The results of the data analysis indicated that some program behavioral objectives had been attained, thus indicating health education interventions can produce measureable results. (Author)

ED 282 870 SP 028 921

Henderson, Karla A.; And Others

Androgyny and Recreation Participation for Women.

PUB DATE- 15 Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Androgyny; *Females; *Leisure Time; *Personality Traits; *Recreational Activities; *Sex Role; Sex Stereotypes

This study analyzed the personality traits (masculine, feminine, androgynous, and undifferentiated sex role characteristics) of female students, staff, and faculty at a medium-sized university to determine how personality traits were associated with participation in recreational activities. A questionnaire consisting of items related to the Bem Sex Role Inventory (BSRI), barriers to participation in recreation activites, and selected demographic questions engendered 294 responses. The BSRI consisted of 40 stereotypic masculine and feminine traits. To calculate an androgyny score, a split half median was calculated for the masculine and feminine scores. Questions related to recreation participation consisted of eight categories of activities; e.g., watching television, social activities, sports and outdoor activities. Four questions were asked concerning leisure satisfaction. Very little association could be discerned between personality type as measured by the BSRI and participation in recreation activities. A discussion of the findings is presented. (JD)

ED 282 885 SP 028 975

Getting Started in the Elementary School. A Manual for New Teachers.
New York City Board of Education, Brooklyn, N.Y.
REPORT NO.- ISBN-88315-698-9
PUB DATE- 86
NOTE- 263p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Elementary Education; *Elementary School Teachers; Lesson Plans; Teacher Attitudes; *Teacher Orientation; Teacher Student Relationship; *Teaching Methods; Time Management
IDENTIFIERS- New York City Board of Education

This manual, designed to assist the beginning elementary school teacher in New York City, focuses on practical day-to-day matters such as discipline, class management, clerical procedures, lesson planning, and the act of teaching. Advice is given on: (1) school organization and routines; (2) schedules and activities for the first days; (3) student discipline; (4) lesson plans and teaching ideas, in general, and specifically for communication arts, reading, social studies, mathematics, writing, and science; (5) records, reports, and forms; and (6) responsibilities, relationships, and rewards. Appendices include sample floor plans, suggested daily schedules, opportunities for writing across the curriculum, and the local community school district. (JD)

ED 282 899 TM 870 290

Jolly, S. Jean; Gramenz, Gary W.
The Practice of Educational Evaluation: A View from the Inside.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Assessment; Educational History; *Evaluation Methods; *Evaluators; *Institutional Evaluation; Literature Reviews; *Participant Observation; Politics of Education; School Surveys; Self Evaluation (Groups)
IDENTIFIERS- External Evaluation; *Internal Evaluation

The literature on the practice of educational evaluation is reviewed, and internal and external evaluations in a school setting are compared. The paper states that the typical external evaluation is conducted as if school districts were rational organizations, a view which permeated 19th century evaluation activities. The internal evaluator, on the other hand, has a view from the inside, making it possible to see first hand the complex, somewhat disorderly environment of a school system. Evaluation was introduced into educational administration in the middle of the 19th century. However, when the collection of facts failed to solve the problems of education, educational administrators became disillusioned. Evaluation was limited primarily to the assessment of individual student achievement from the 1930s until the 1970s. The advent of federally-funded instructional programs in the 1960s prompted a revival of interest in evaluation. Recently, evaluators have not applied the major evaluation models to the evaluation of school systems, perhaps because the practice of internal evaluation focuses less on "program evaluation" than on operations research. The internal evaluator is an employee who holds primary responsibility for the organization's self evaluation. Information is provided to school staff in ways which are suitable to the administrators' decision-making styles. (GDC)

ED 282 913 TM 870 326

Naron, Nancy K.; Elliot, Norbert
Using Young Children's Writing Samples in Program Evaluation.
Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.

PUB DATE- Apr 87
NOTE- 73p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Appendices D and E may not reproduce well.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Testing; *Computer Assisted Instruction; Computer Software; Conventional Instruction; Grade 1; Holistic Evaluation; Kindergarten Children; Primary Education; *Program Evaluation; Reading Instruction; School Districts; *Writing Evaluation; Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- *Childrens Writing; Fort Worth Independent School District TX; Writing Samples; *Writing to Read

A writing assessment study was conducted in the Fort Worth Independent School District (Texas) in the spring of 1986 as part of a larger program evaluation study of the Writing to Read (WTR) Program. WTR is a computer-based instructional system designed to develop the writing and reading skills of kindergarten and first-grade students. Two types of comparisons were conducted to address the effectiveness of WTR: (1) writing skills of WTR participants with those of students of the same grade level in traditional classrooms; and (2) the writing skills of WTR participants with those of students whose teachers had been trained in Writing Process (WP) instruction. A total of 215 kindergarten and 270 first-grade writing samples were collected. The samples were scored by kindergarten and first-grade teachers. The results indicated no differences between the writing samples of first-grade students in WTR and traditional classes, but first-graders in WP classes scored significantly higher than those in the other two groups. When the scores of kindergarten students in WTR, WP, and traditional classrooms were compared, the WTR students scored highest, WP students next highest, and traditional students scored the lowest. However, the sample selection for this comparison carried some gross limitations. The comparison between writing samples of WTR and traditional kindergartners, which did not have sample selection constraints, indicated no significant differences between the writing scores of these two groups. Appendices include: (1) instructions for collecting writing samples; (2) scoring criteria; and (3) examples of writing samples. (Author/JAZ)

ED 282 940 UD 025 501

Cultural Institution NETWORK Menu, 1986-87. Gifted and Talented Unit.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-816-7
PUB DATE- 86

NOTE- 215p.; Prepared by the Editorial and Production Unit.
AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Cultural Activities; *Cultural Enrichment; *Cultural Opportunities; Educational Resources; *Enrichment Activities; Gifted; *Institutions
IDENTIFIERS- *New York (New York)

The cultural institutions of New York City are among the most valuable of the city's many resources. Its museums, libraries, historic sites, environmental centers, zoos, botanic gardens, and cultural centers provide a wealth of educational opportunities. To ensure that the resources and programs of these cultural institutions are made easily accessible to participating schools, the Cultural Institution NETWORK has been created as a component of the Citywide Gifted Programs Framework and reflects the educational philosophy of the Enrichment Triad Model. This publication serves as a reference tool which describes the programs, services, and educational materials available through each participating cultural group. The programs and services developed by participating cultural institutions and organizations promote experiences which encourage exposure, process training and thinking skills, and student product development. In addition to publicizing these facilities, this easy-access guide provides teachers with all the information necessary for arranging a successful field trip. (LHW)

ED 282 839 SP 028 845

Sacks, Susan Riemer
The Classroom Lives of Teachers: Issues, Observations, and Recommendations. MEDARP Seminar Series, Fall 1984.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 84
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Decision Making; Elementary Secondary Education; *Professional Autonomy; Public School Teachers; Teacher Attitudes; Teacher Behavior; Teacher Characteristics; *Teacher Influence; *Teacher Role; Teacher Student Relationship; *Teaching Conditions; Urban Schools
IDENTIFIERS- New York (New York)

This report looks at the classroom lives of teachers, examining ways in which teachers influence and are influenced by others and impediments to their effectiveness in decision making, lesson planning, and other instructional responsibilities. Conditions and characteristics particular to public school teachers in New York City are considered. Six recommendations emphasizing the need for overall salary improvement for teachers, financial support from public and private resources, creative involvement from colleges and universities, supportive school leadership, a mentor teacher program, and an assessment of professional standards are presented. Appendices offer a list of national educational reform reports, 1982-84 and a summary of seminar discussions. (CB)

ED 282 854 SP 028 891

Zitlow, Connie Swartz

Dimensions of Faculty Participation in a Program Designed to Promote Practice-Centered Inquiry.

PUB DATE- 24 Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Faculty Development; Higher Education; *Inquiry; Interprofessional Relationship; Participant Satisfaction; *Program Development; Program Evaluation; Teacher Attitudes; Teacher Education; *Teacher Educators; *Teacher Participation
IDENTIFIERS- *Teaching Excellence Program

The Teaching Excellence Program, designed to promote faculty use of practice-centered inquiry, was conducted at a large research university (Ohio State). The program was based on a conceptualization of practice-centered inquiry that draws on action research, reflection-in-action, and action science ideas. Data collected throughout the program included tape recordings and field notes of faculty meetings, consultant notes on faculty activities, products generated by participants, organizational documents, and written evaluations of the program. A desire for collegial interchange on teaching was found to be a major aspect of the program. Participants were encouraged by an awareness that others cared about teaching in an environment where the reward system is not perceived as being supportive of teaching improvement. This paper provides an overview of the program, including a description of aims, format, and participants. The concerns expressed, topics explored, assistance and support needed, the evolving pattern of interactions, factors which supported or inhibited participation, and various effects of the program are summarized. (Author/CB)

ED 282 927 TM 870 347

Ediger, Marlow

Evaluating Student Teaching Performance.

PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; *Check Lists; *Classroom Observation Techniques; *Criterion Referenced Tests; Elementary Secondary Education; Higher Education; Measurement Techniques; *Student Teacher Evaluation; Student Teacher Supervisors; Teacher Education

This paper discusses three methods of assessing student teacher performance: checklists; measurable objectives; and teaching performance tests. Checklists, recommended by some schools of education, need to contain a comprehensive set of knowledge, skills, and attitudinal behaviors pertaining to quality student teaching. Checklists permit a flexible method of evaluation, and the evaluation can generate additional comments on the student teacher's progress. Criterion-referenced supervision through observational visits uses more measurable and precise objectives in evaluating student teacher performance. In this method, successful student teacher performance depends upon pupils' achievement of certain specified learning objectives. Teacher performance tests are used to measure the quality of student teaching. In this method, the actual teaching process, including preparation of lesson plans and evaluation of learners, are examined. Measurably stated objectives need to be written for each test taken by a given set of student teachers. (JAZ)

ED 282 954 UD 025 562

Yagi, Kan
State Disadvantaged Child Project in the Portland Public Schools. 1985-86 Evaluation Report.
Portland Public Schools, OR. Dept. of Research, Evaluation, and Testing.

PUB DATE- Feb 87
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Basic Skills; *Compensatory Education; *Disadvantaged; Elementary Secondary Education; High Risk Students; Nontraditional Education; *Preschool Education; Program Evaluation; Remedial Programs; Skill Development; Transitional Programs; Urban Education
IDENTIFIERS- *Portland School District OR; *State Disadvantaged Child Project OR

The Oregon State Disadvantaged Child Project provided compensatory education for students residing in the Portland core area. A total of 6,526 students were transported to schools outside the core area where they received instruction in basic skills along with 202 students at the receiving schools. About 500 additional students, mainly residents of the core area, participated in three special projects within the program: one alternative education project with emphasis on basic skills, and two preschool programs primarily for low income children. This report evaluates the results of those programs, based on data obtained from the district-wide testing program for grades three to eight. In general, achievement gains of students in the State Disadvantaged Child Project were smaller than those of other students with whom they were compared. This has been the general result for the past six years, especially for receiving school students in grades six to eight. The report is divided into the following five sections: (1) description of programs; (2) achievement results for program participants; (3) program budget; (4) summary and comments; and (5) appendices with information on the Albina Youth Opportunity School alternative education project for dropouts. (PS)

ED 282 794 SO 018 016

Boyd, D. R.; And Others
The Concept of Cultural Relativity in Moral Judgments Concerning Gender-Related Issues.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Cultural Influences; Higher Education; *Moral Issues; Schemata (Cognition); *Sex Role; *Sex Stereotypes; Sexual Identity
IDENTIFIERS- *Cultural Relativism; *Gender Schema Theory

The comparative study was designed to determine whether cultural relativism and ethical reasoning develop in a hierarchical manner when applied to culturally different phenomena. The phenomena investigated were moral judgments concerning gender-related issues. Thirty-six first through sixth-grade students from two private schools and 130 university students were asked to respond to a scenario describing the Ancient Roman practice of educating boys and girls according to their sex role. The contents of the responses were analyzed and sorted into five categories: (1) pragmatic arguments only, (2) pragmatic arguments plus cultural perspective, (3) cultural perspective only, (4) cultural perspective combined with ethical arguments, and (5) ethical arguments only. A total of 78% of the present sample mentioned cultural variability as a criterion for judging the acceptability of institutionalized gender discrimination, suggesting that a large majority of adults regard sex roles as culturally arbitrary. Forty-four percent of category one (pragmatic arguments only) elementary-aged respondents appear to have used U.S. stereotypes for the purpose of giving meaning to the question. The findings appear to support the hierarchical relationship of gender, metacultural and moral schemata proposed by the hypothesis. The findings suggest gender schema theory could benefit from consideration of the whole context of social cognition. (SM)

ED 282 809 SO 018 192

Suedfeld, Peter
Authoritarian Thinking, Groupthink, and Decision-Making under Stress: Are Simple Decisions Always Worse?
PUB DATE- Aug 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoritarianism; *Cognitive Processes; *Conflict Resolution; *Decision Making; Dogmatism; Foreign Countries; *Group Dynamics; Higher Education; *International Studies; Sociology; *Stress Variables

The concept of complexity in decision-making can be found in several lines of conceptualization in the area of national and international decision-making. One derives from the classic works on authoritarianism and dogmatism (Adorno, et al., 1950; Rokeach, 1960). Another approach relies on the variables that pertain to group dynamics and to behavior under stress (Janis, 1972, 1982). Similarly, situational theories posit that people under stress focus on partial information and make other stimulus-bound decisions without considering long-term outcomes and strategies. Psychologists familiar with these approaches have concluded that international decision-makers should be steered away from simple toward complex cognitive processes. There does seem to be a positive correlation between quality and the level of complexity that leads to decisions. But it is important to note that the correlation is circumscribed by environmental specifics. The leader who must respond quickly to a clear-cut danger, or is in the position of negotiating with an opponent who is implacably committed to a particular outcome, or is involved in an all-out conflict upon which major national values--or even national existence--depend, may have limited or no scope to afford flexibility. Social scientists need to devise a meta-theory that identifies characteristics of situations that require or reinforce simple approaches. (BZ)

ED 282 823 SP 028 713

Operational Teacher Training Objectives and Raising Achievement Levels. A Monograph.
: **United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.**
PUB DATE- 86
NOTE- 47p.
AVAILABLE FROM- UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
e DESCRIPTORS- *Academic Achievement; *Developing Nations; Educational Needs; *Instructional Improvement; Primary Education; Teacher Certification; *Teacher Education Programs; Teacher Influence; *Teacher Role; Teacher Student Relationship

This monograph addresses the fundamental planning question: When designing teacher training programs that have the specific objective of raising pupil performance, what operating procedures are necessary and what operational objectives should precede them? Part I of the monograph offers examples of the kind of pupil achievement problems confronting two countries (unnamed), followed by excerpts from works examining the process of identifying teachers' training needs and specifying the teacher competencies appropriate for the task of planning. The paper examines the whole process of planning teacher training programs and each excerpt is preceded by a brief introduction that sets the scene. In Part II, the concept of "operational teacher training objectives" is examined. The topic of planning a training process that has specified pupil outcomes is discussed, and the usefulness of the "operational objectives" concept is considered. A list of selected publications relating to training of educational personnel is included. (JD)

ED 282 969 UD 025 582

Taylor, Charles A., Comp.
Guide to Multicultural Resources, 1987 Edition.
REPORT NO.- ISBN-0-935483-07-1
PUB DATE- 87
NOTE- 512p.
AVAILABLE FROM- Praxis Publications Inc., P.O. Box 9869, Madison, WI 53715 ($25.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Cultural Awareness; Culture Contact; *Ethnic Groups; Hispanic Americans; *Libraries; Multicultural Education; *Organizations (Groups); *Resource Centers

This book is a directory of organizations, libraries, businesses, schools, publications, and other resources that supply information about ethnic and racial groups. All of the listings include contact names, addresses, and phone numbers, and many are annotated with details on organizational purpose and services provided. The guide is divided into chapters, four of which are organized around a different ethnic group (Afro-Americans; Asian Americans; Hispanic Americans; and Native Americans). A fifth chapter focuses on multicultural resources. The listings in each chapter are broken down by type of resource (associations, community based organizations, performing and visual arts organizations, etc.) (KH)

ED 282 779 SO 017 336

Cancellier, Patricia H.; Crews, Kimberly
The World's Women: A Teaching Kit.
Population Reference Bureau, Inc., Washington, D.C.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Apr 86
NOTE- 30p.
AVAILABLE FROM- Population Reference Bureau, Inc., 777 14th Street, N.W., Washington, DC 20005.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Equal Opportunities (Jobs); Feminism; Foreign Countries; Higher Education; Instructional Materials; *Learning Modules; Lesson Plans; Secondary Education; *Sex Discrimination; Sex Fairness; Sex Role; *Sex Stereotypes; United States Government (Course); United States History; Units of Study; *Womens Studies
IDENTIFIERS- *United Nations Decade for Women

This packet of learning materials includes the April, 1986 issue of "Population Education Interchange"; a learning module entitled "Women in the World: The Women's Decade and Beyond"; "The World's Women: A Profile"; and two reproducible activity sheets. The purpose of the reading, activities, and resource materials is to help teachers raise student awareness of the important issues from the U.N. Decade for Women. The learning module is designed as a reading and activity booklet for students. It includes a reading with glossary, four worksheets with activities that emphasize the major points in the reading, and an annotated reading list to assist students in researching term papers. The reproducible activity sheets are supplementary to the exercises in the module. The issue of "Population Education Interchange" contains suggested activities to supplement the learning module. (SM)

ED 282 840 SP 028 846

Wise, Arthur E.; And Others
Effective Teacher Selection: From Recruitment to Retention.
Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-8330-0799-8; Rand/R-3462-NIE/CSTP
PUB DATE- Jan 87
NOTE- 119p.
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, P.O. Box 2138, Sanata Monica, CA 90406-2138 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *School Districts; *Teacher Employment; Teacher Evaluation; Teacher Orientation; Teacher Placement; Teacher Qualifications; Teacher Recruitment; *Teacher Selection; Teacher Supply and Demand

Case studies were conducted in six school districts nationwide to examine teacher selection in terms of policy and organizational context, organizational characteristics, selection processes, and effects. Interviews were conducted in each district with directors of personnel, superintendents, staff involved in the selection process, directors of curriculum and instruction, directors of research, and local teachers' organization officials. At representative schools, principals, recently hired teachers, and more senior teachers were interviewed and other relevant data gathered. This report details the findings for each of the districts studied and assesses aspects of each school district's procedures. Conclusions and recommendations to improve teacher selection, recruitment, screening, hiring, placement, induction, and evaluation processes are presented. These involve the enhancement of the efficacy of state and local policies for recruitment efforts; tighter bonds between recruitment and hiring decisions; recognition and balancing of the varying operational definitions of a "good teacher"; recognition of the effects of the hiring process on teachers; need to place teachers carefully in the appropriate setting and school; need for comprehensive induction plans for new teachers; and development of a special evaluation program specifically for beginning teachers. (CB)

ED 282 871 SP 028 922

Cobb, Patrick R.; And Others
Trends Reflecting New and/or Alternative Professional Preparation for Physical Education.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Higher Education; Labor Market; *Physical Education Teachers; *Preservice Teacher Education; Program Development; *Teacher Certification
IDENTIFIERS- *Alternative Teacher Education

While the discipline of physical education has been oriented toward teacher preparation, declining enrollment in elementary and secondary schools and a growing interest in participant-oriented fitness and recreational sport as well as spectator oriented athletic events have emerged to set the stage for alternative professional preparation courses. This study assessed the extent and diversity of the alternative physical education preparation programs in the Southern District of the American Alliance for Health, Physical Education, Recreation and Dance. It also sought to determine the number and percentage of majors enrolled in the alternative professional preparation programs as compared to traditional teacher certification programs and the extent to which a required internship is part of the program. The results of a survey sent to 184 colleges and universities are presented on tables and a summary is offered. (JD)

ED 282 886 TM 860 495

Stewart, Norman R.; Johnson, Richard G.
An Evaluation of Experimental Methodology in Counseling and Counselor Education Research.
PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986). Appendix A contains faint, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Counseling; *Counselor Training; Educational Psychology; *Educational Research; Evaluation Methods; Hypothesis Testing; Interrater Reliability; Meta Analysis; Multivariate Analysis; Orthogonal Rotation; Periodicals; Research Design; *Research Methodology
IDENTIFIERS- Evaluation Instrument for Experimental Methodology

The purpose of this study was to evaluate the quality of experimental research in counseling and counselor education published from 1976 through 1984. The focus of the study was the methodology and reporting of the research rather than its relevance. Time was the independent variable of interest and three 3-year spans were chosen for examination: 1976-78, 1979-81, and 1982-84. Thirty experimental studies were randomly selected from research published in three leading journals in counseling and counselor education during each of the three time periods. These 90 studies were evaluated using a rating scale developed in previous research, the Evaluation Instrument for Experimental Methodology (EIEM). The raters were not aware of the journal in which the article was published, the year of publication, or the author(s) of the article. Unlike the previous research, a significant linear trend was not found over the years 1976 through 1984. Subsequent investigators are encouraged to consider the following factors: (1) overlap of time and the rating of specific articles; (2) investigation across more time periods; (3) closer examination of EIEM for modifications; and (4) drawing sample articles from a larger number of journals. A 23-item reference list, the EIEM scale, a bibliography containing the 90 studies, and the evaluation instrument for experimental methodology are included. (JAZ)

ED 282 900 TM 870 297

Rice, Marti H.; Stallings, William M.
Helen M. Walker: Influential in 1929 and Still Cited Today.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Biographies; *College Faculty; *Educational Researchers; Higher Education; High Schools; *Mathematicians; Statistics; *Women Faculty
IDENTIFIERS- *Walker (H M)

Helen M. Walker contributed to the field of educational research and statistics during a 55-year career. Born in Iowa in 1891, Walker earned a bachelor's degree from Iowa Wesleyan College and taught high school mathematics for nine years. She then taught at the University of Kansas while doing graduate work. One source noted that she was the first woman in the United States to teach statistics. She received her Ph.D. from Teachers College, Columbia University, and also studied at the University of London. She taught statistics at Teachers College for many years, and was a full professor from 1940 to 1957. She also taught in a number of other colleges in the United States and in Mexico, Chile, and Japan. Walker was president of the American Statistical Association and a member of several other professional organizations. Notable publications include: (1) her dissertation, Studies in the History of Statistical Method (1929); (2) Mathematics Essential for Elementary Statistics (with W. N. Dorost, 1934); and (3) Statistical Inference (with J. Len, 1953). She retired from teaching in 1970 and died in 1983. (GDC)

Lysiak, Fae; And Others

Time on Task: Time Utilization 1984-85.

Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.
PUB DATE- Apr 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audiovisual Aids; *Behavioral Objectives; *Class Activities; Classroom Observation Techniques; Elementary Secondary Education; Grade 4; Grade 7; Grade 10; *Instructional Improvement; Language Arts; Learning Activities; Mastery Learning; Mathematics; Research Design; Staff Development; *Time Factors (Learning); *Time on Task
IDENTIFIERS- *Fort Worth Independent School District TX

The Fort Worth (Texas) Board of Education, Superintendent, and Texas State Legislature have implemented changes in the schools to increase student learning time. The purposes of this study were to determine (1) the percentage of allocated class time used for instruction; and (2) whether overall time utilization has changed since a similar 1979-80 study. All high schools, middle schools, and 24 randomly selected elementary schools were included. One language arts and one math class at grades 4, 7 and 10 were randomly selected from each school for observation. Research findings showed students currently enrolled in the Fort Worth Independent School District (FWISD) are spending a larger proportion of allocated class time in instructional activities than their 1979-80 counterparts. Conclusions were made that (1) learning time has increased in FWISD; (2) teachers have developed more effective procedures for handling noninstructional management activities; (3) identifiable class objectives increased the percentage of students on task; and (4) use of audiovisual equipment was very sparse. Recommendations were made that staff development should be continued in the area of Outcome Based Instruction; greater use of audiovisual equipment should be encouraged; and direct instruction and practice with teacher supervision should be maximized. Seven appendices contain the complete research design and detailed figures for time utilization in all grades/subjects. (LMO)

ED 282 928 TM 870 358

Applebee, Arthur N.; And Others

Grammar, Punctuation, and Spelling: Controlling the Conventions of Written English at Ages 9, 13, and 17. The Nation's Report Card.

Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETS-15-W-03; ISBN-0-88685-063-0; NAEP-15-W-03
PUB DATE- Jun 87
NOTE- 49p.; This report supplements "Writing: Trends across the Decade, 1974-84" (ED 273 680) and "The Writing Report Card, Writing Achievement in American Schools" (ED 273 994).
GRANT- NIE-G-83-0011
AVAILABLE FROM- The Nation's Report Card, National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541-0001 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Educational Assessment; Educational Trends; Elementary Secondary Education; *Grammar; *National Surveys; *Punctuation; Racial Differences; Sex Differences; *Spelling; Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) administered a writing task to nationally representative samples of 9-, 13-, and 17-year-old students in order to assess their abilities to use the conventions of written English. Approximately 2,000 students at each age level completed this task as part of NAEP's 1984 writing assessment. Subsamples were drawn from the total national sample. In order to have reasonable precision in comparisons between black students and white students, the black students were subsampled at a higher rate. In addition to measures of overall quality, each writing sample was analyzed for a variety of aspects of spelling, word choice, punctuation, and syntax. Experienced English teachers coded each sentence type and error on the papers. The analyzed papers were then entered into a computer-readable database. Analyses of data indicate that older students are more proficient than younger ones in their use of written language at both the sentence and the word levels: (1) older students use a greater proportion of complex sentences; (2) spelling improves markedly at the older ages; (3) students at all three ages make few errors in word choice or capitalization; and (4) the majority of students make very few punctuation errors. Because there is no consistent profile of the types of mistakes poor writers make, diagnosis of individual difficulties and instruction targeted at needed skills is recommended over large group drill and practice activities. The appendix contains the scoring guide outline. (LMO)

ED 282 941 UD 025 505

Seeley, David S.
Education through Partnership.
American Enterprise Inst. for Public Policy Research, Washington, D.C.
REPORT NO.- ISBN-0-8447-3579-5
PUB DATE- 85
NOTE- 319p.; This volume is part of a three-year study of "mediating structures" directed by the author and Peter Berger.
AVAILABLE FROM- American Enterprise Institute for Public Policy Research, 1150 Seventeenth Street, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; Decentralization; *Educational Change; *Educational Facilities Design; Educational Improvement; Educational Innovation; Elementary Secondary Education; *Family School Relationship; *Government School Relationship; Public Education; *School Community Relationship; School Responsibility; *Student School Relationship

This book looks at the structural causes of America's present educational malaise and proposes a reconceptualization of public education policy. The United States educational system has been caught in a highly unproductive trap because education has been delegated to a government agency and allowed to be managed through a bureaucratic chain of command. Political accountability, labyrinthine organization, and professionalization have all combined to disempower the key actors: teachers, students, parents, and other community members. The author proposes a partnership model, in which education is the shared responsibility of families, of students themselves, and of other elements of the community. Although schools and school systems would remain, all roles and functions would be redefined to give priority to the interactions and motivations essential to teaching and learning. In three major sections, the book (1) criticizes the present model; (2) proposes the partnership model; and (3) applies this model to such issues as equal opportunity, community control, vouchers, school size, busing, bilingual education, minimum competency testing, sex education, and censorship. (LHW)

ED 282 855 SP 028 892

Russell, Tom
Learning the Professional Knowledge of Teaching: Views of the Relationship between "Theory" and "Practice."

PUB DATE- 24 Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Classroom Techniques; *Cognitive Processes; *Educational Attitudes; Education Majors; Elementary Secondary Education; Higher Education; Knowledge Level; Role Theory; *Teacher Attitudes; *Teaching Experience; Teaching Styles; *Theory Practice Relationship
IDENTIFIERS- *Queens University of Kingston (Canada)

This paper reports data from a program of research examining how teachers learn the practical, professional knowledge of teaching. Data collection focused on interviews with teachers immediately following a period of classroom observation. Interviews were spaced at monthly intervals when possible. The 15 participants included teachers in training, teachers in their first year of teaching, and several teachers withseveral years of experience. Of particular interest was the concept of "seeing" as applied to teachers' views of their work: the process of perception being regarded not as observation followed by selection and interpretation, but as a unified process in which observation is interpretive. The occurrence and significance of metaphors in teachers' accounts of their practical knowledge and the changes that occur in teachers' perspectives on their work as a result of events of practice were explored. The theoretical framework for the research is drawn from Schon's (1983) "The Reflective Practitioner." This paper explores the tension between theory and practice by considering excepts from interviews with two teachers, one in her first year of teaching and the other in her second year of teaching. (JD)

ED 282 955 UD 025 563

Kominski, John
Smoke Detectors Save Lives.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- 82
NOTE- 17p.
AVAILABLE FROM- New York City Board of Education, 131 Livingston St., Room 617, Brooklyn, NY 11201 ($1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Alarm Systems; Compliance (Legal); Elementary Secondary Education; *Fire Protection; Fire Science Education; Local Legislation; Prevention; *Safety; *Safety Education; Urban Environment
IDENTIFIERS- Fires; *Fire Safety Education; *Smoke Detectors

This resource bulletin provides information which can be used in classrooms, at conferences, and at meetings with parents to increase public awareness and acceptance of a new New York City ordinance which requires the installation of smoke detectors in apartments. The booklet contains information on the following: (1) background information for teachers on the legislation; (2) questions and answers about smoke detectors; (3) diagrams of ionization smoke detectors and photoelectric smoke detectors; (4) diagrams of proper locations of smoke detectors; (5) use of detector test buttons; (6) lesson plans and activities for elementary and secondary level pupils; (7) smoke detector check list; and (8) a family smoke detector test log for its ensuring continuing good operation. (PS)

ED 282 970 UD 025 584

Amorose, Richard A.; And Others
Analysis of School District Records to Study the Effectiveness of Chapter 1 Programs and To Conduct a Longitudinal Study of Students Involved in Chapter 1 Programs over a Five Year Period. Final Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Sep 86
NOTE- 71p.
CONTRACT- 400-86-0031
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Compensatory Education; *Educationally Disadvantaged; Elementary Education; Enrollment; *Program Effectiveness; Remedial Reading; Special Education; *Special Programs; Student Participation
IDENTIFIERS- Columbus Public Schools OH; *Education Consolidation Improvement Act Chapter 1

This report describes a longitudinal study of pupils who were enrolled in the Columbus (Ohio) Public Schools as grade 1 students at the beginning of the 1979-80 year. Using existing pupil records, information was obtained for a 5-year period regarding pupils' service in the Chapter 1 program, other categorical programs, and special education programs. Information was also obtained regarding the reading achievement level of pupils who received the Chapter 1 treatment. The report is divided into five parts. Part I provides the findings on 11 research questions. These concerned the average number of years that students received the services of Chapter 1 and other categorical program service; enrollment of students who currently receive Chapter 1 services in relation to other categorical programs service and prior school years; the performance of former program participants on achievement tests and whether program benefits are sustained over time; and the education experience and academic progress of former Chapter 1 students. Parts II-IV describe characteristics of the school district and the special programs it offered between 1979 and 1984. Part III describes the data base that was used in the study, as well as

other information in interpreting the findings in Part I. Finally, Part V contains a summary of the findings. The report includes 35 statistical tables. (KH)

ED 282 795 SO 018 088

Padgett, S. K.
We the People of the United States: Scavenger Hunt.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Studies; *Civics; *Constitutional Law; Democracy; *Educational Games; High Schools; Instructional Materials; Learning Activities; Learning Strategies; Lesson Plans; Social Studies; *United States Government (Course)
IDENTIFIERS- *United States Constitution

An activity-based approach to learning the U.S. Constitution through a series of clues that describe the amendments and articles is presented in this lesson plan. The articles and amendments are placed in envelopes and put in different locations throughout the school. The clues given to the students partially describe the Constitution and partially describe the location of the article or amendment being sought. The objectives for the lesson plan are to teach: (1) a knowledge of the structure of the Constitution; (2) the basic principles that are to be found in the Constitution; (3) cooperation through developing group-working skills; and (4) deductive reasoning skills. The activity serves to stimulate the interest of the faculty and students in the study of the Constitution. (SM)

ED 282 810 SO 018 199

Artist Employment and Unemployment, 1971-1980.
National Endowment for the Arts, Washington, DC. Research Div.
REPORT NO.- ISBN-0-89062-135-7
PUB DATE- Jan 82
NOTE- 45p.; For related documents, see ED 165 216 and ED 281 821.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Artists; *Census Figures; Demography; *Employment Opportunities; *Labor Force; Labor Market; Sex Differences; *Unemployment

This report covers the changes in the employment and unemployment of artists from 1971 to 1980, as reported in the Current Population Survey (CPS). The term artist includes people in the following occupations: actors, architects, authors, dancers, designers, musicians and composers, painters and sculptors, photographers, radio and television announcers, and teachers of art, drama, and music in higher education. As of 1980 there were over a million persons in the artistic labor force. From 1971 to 1980 that specific labor force grew by 323,000 or 46%. Authors increased their numbers at the highest rate, while radio and television announcers were the only artists whose numbers declined. Painters/sculptors and designers were the largest artist occupation group. One-third of the artist labor force was female. Dancers and painters/sculptors were the only two occupations which had a majority of females. Although unemployment rates for artists were generally lower at the end of the decade than at the beginning, unemployment among artists was higher than among all other professional and technical workers. The most chronic artist unemployment existed among actors, with rates during the decade ranging between 31% and 48%. As many as 10,000 actors were out of work, which was about nine times greater than the average for other artists' occupations. Over 20 tables and figures illustrate the findings. Appendices include detailed tables as well as notes on the reliability of the CPS statistics and on the CPS as a source of artist occupation data. (APG)

ED 282 824 SP 028 785

Schumacher, Sally; And Others
Professional Knowledge Objectives for Preservice Teachers as Determined by School and University Teacher Educators.
PUB DATE- 23 Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Objectives; Elementary Education; Higher Education; Preservice Teacher Education; *School Personnel; *Teacher Attitudes; *Teacher Education Curriculum; Teacher Education Programs; *Teacher Educators

This paper sought to determine if there were significant differences between the opinions of university and school educators on the importance of selected generic professional knowledge objectives for preservice teachers. The survey instrument used was the Teacher Knowledge and Beliefs Inventory (TKBI) consisting of 60 items representing aspects of professional knowledge that might be emphasized in a teacher preparation program and 57 items representing beliefs that might be acquired. Respondents were 28 school of education faculty members and 36 teachers, central office personnel, principals, and curriculum specialists. The study focused on pedagogical topics: students, social context of schooling, curriculum, teachers, and teaching strategies and teaching. Some significant differences were found between the two groups. University educators considered knowledge about students, the social context of schooling, and curriculum as crucial slightly more than did school educators. School educators considered knowledge about teachers, and especially about teaching strategies, as more crucial. These and other findings are discussed, and references are included. (JD)

ED 282 872 SP 028 923

McCaleb, Joseph L., Ed.
How Do Teachers Communicate? A Review and Critique of Assessment Practices. Teacher Education Monograph No. 7.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-89333-046-9
PUB DATE- May 87
NOTE- 90p.
CONTRACT- 400-86-0033
AVAILABLE FROM- ERIC Clearinghouse on Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036 ($9.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Communication Skills; Educational Research; Elementary

Secondary Education; *Instructional Effectiveness; Research Utilization; *Teacher Effectiveness; *Teacher Evaluation; Teacher Student Relationship

The primary task of the monograph is to describe and evaluate the conceptualizations of communication found in assessment practices. The first chapter contains a review and analysis of standardized measures and performance assessments of teachers' communication. Twelve communication categories emerge from an inspection of the performance assessments. The numerous meanings given to communication are elaborated by an examination of differences within each category. The second chapter focuses on theory and research. The literature on instructional communication is examined, and a model is developed with five critical skill areas. It is shown how these areas are used for five functions, or purposes, and in different modes or patterns of communicating. The final three chapters discuss limitations in current measures of communication. The perspective of the communication theorist and linguist is used to identify important dimensions of communication that have received little, if any, attention in the assessments. The claim that most performance assessments are grounded in research on teaching effectiveness is explored, and relationships between the assessments and the research are cited. Limitations of that research paradigm are identified and implications for communication from an information-processing model are discussed. (JD)

ED 282 901 TM 870 298

Integrating Learning and Testing: A Handbook for Teachers, Grade Three. Experimental Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

REPORT NO.- ISBN-88315-568-0; NYC-CURR-NO-02-6020-23
PUB DATE- 84
NOTE- 295p.; For a related document, see TM 870 299.
AVAILABLE FROM- Board of Education of the City of New York, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Educational Objectives; Educational Testing; Elementary School Curriculum; *Grade 3; Language Tests; Mathematics Tests; Primary Education; Reading Tests; State Programs; Teaching Guides; *Test Coaching; *Testing Programs
IDENTIFIERS- *Curriculum Related Testing; New York; *New York City Board of Education

This handbook was designed for use in conjunction with an ongoing program in the New York (New York) Public Schools to improve students' test-taking skills. Directed towards third grade teachers and their supervisors, this guide has been developed for implementation as an integral part of the school's ongoing instruction in communication arts and mathematics. It accompanies the grade-level curriculum outlined in the Minimum Teaching Essentials. The purposes of this handbook are to: (1) discuss testing and the testing program in New York State; (2) assist teachers and supervisors in planning and implementing an instructional test-taking program; (3) provide sample lessons that identify and explain test-taking for skills, provide performance objectives, outline lesson activities, provide for follow-ups in several test formats, and provide practice tests; (4) develop students' cognitive skills, affective behavior, and reasoning strategies; and (5) enable students to understand the formats, concepts, and content of the tests. It is also stated that parents have a role in developing and implementing this program. Sections include: teaching the mechanics of test-taking; communication arts skills; mathematics skills; and extensive sample test items and answer keys. (GDC)

ED 282 780 SO 017 482

MacAulay, Desmond, Ed.
Girls in Education.
Queensland Dept. of Education, Brisbane (Australia).
PUB DATE- Nov 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - General (140)
DESCRIPTORS- Curriculum Evaluation; Educational Improvement; Educational Innovation; *Educational Opportunities; *Educational Responsibility; Elementary Secondary Education; *Females; Foreign Countries; Role Models; Rural Schools; *School Responsibility; Self Concept; Sex Bias; *Sex Fairness; Sex Stereotypes; Teacher Evaluation; *Womens Education
IDENTIFIERS- *Australia

Girls are only one of several groups that governments in Australia, as in other parts of the world, have recognized as suffering educational disadvantage. The problems of other groups are clear-cut and appropriate action plainly indicated. But in the case of girls, the causes are far more complex, entrenched in society, and education systems have served only to immobilize girls in their traditional roles. Articles in this issue address some of these issues, each dealing with a different aspect of discrimination. They are: "Taking Girls' 'Disadvantage Seriously'" (Sandra Taylor); "Girls and Mathematics" (Marjorie Carss); "Girls, Sport, and Physical Education" (Viki Rutter); "Against the Laws of Nature" (Reet Howell); "Girls' Needs at Babinda" (Mary Clarke); "Schools, Girls, and Special Needs" (Bernadette Roberts, et al.); "Self-Concept and Role Models" (Claire Stapleton); "Curriculum and the Small Rural School" (Matthew Glen); "Teachers Evaluating Teachers" (Jim Lawson); and "Keeping Innovation Going" (Howard Thomas). (BZ)

ED 282 841 SP 028 850

Berkey, Debra S.
Effect(s) of Specified Teacher Behaviors on Student ALT-PE.
PUB DATE- 12 Apr 86
NOTE- 32p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Interaction Process Analysis; *Physical Education; *Positive Reinforcement; *Teacher Behavior; Teacher Student Relationship; *Time on Task

This study examined the effects of high, mixed, and low rates of specified sequenced teacher behaviors (specific observation followed by reinforcement) engaged in by elementary school teachers on the academic learning time-physical education (ALT-PE) of students. The high rate was defined as teacher engagement in five per minute or more episodes of specific observation followed by reinforcement. The low rate was defined as teacher engagement in one per minute or less episodes of either specific observation or reinforcement. Mixed rate was defined as teacher engagement in five per minute or more episodes of specific observation but one per minute or less episodes of reinforcement. It was hypothesized that high rates would significantly increase the percentage of ALT-PE engaged in by students as compared to the other two rates. Subjects of the study were six males and six females selected from two different classes who engaged in 15 sessions of physical education activities with different sequences of teacher behaviors for each class in each session. Teacher behavior categories are identified and defined as follows: to encourage, to reinforce, to correct/punish, to manage, to instruct, to model, and to physically guide. Student behavior categories are identified and defined as follows: motor appropriate, motor inappropriate, supportive, cognitive, on-task, off-task, and interim. Findings supported the hypothesis on the effectiveness of the high rate of observation accompanied by reinforcement. An analysis is presented of findings in each category. References and tabular data are included. (JD)

ED 282 942 UD 025 536

Mei, Dolores M.; And Others
High School Summer Preparation for Raising Educational Performance (PREP) Program End-of-Year Report, 1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Mar 87
NOTE- 36p.; Prepared by the OEA High School Evaluation Unit.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Compensatory Education; Economically Disadvantaged; High Schools; Peer Teaching; *School Readiness; *Summer Programs; Supplementary Education; Transitional Programs; Urban Education; *Writing Instruction
IDENTIFIERS- *New York (New York)

In 1986, New York City's summer Preparation for Raising Education Performance (PREP) program operated for the fifth consecutive year. Summer PREP is designed to ease incoming students' transition into high school and to provide instruction in basic writing skills. The program also provided theme-based instruction, enrichment, and guidance services to incoming Chapter 1-eligible students in grades 9 and 10, plus limited English proficient (LEP) and special education students already in high school. During the summer 1986, the program served a total of 5,246 general education, 2,577 LEP, and 760 special education students. The instructional program consisted of a one-hour language arts class plus two other one-hour special interest classes four mornings each week, and a fifth morning was devoted to educational excursions. The 1986 program clearly met its objective of helping students improve their writing skills. Although overall attendance was relatively good, individual class sizes were somewhat smaller than expected. Evaluation findings suggest that a summer program with clearly defined focus is an effective method of helping students improve their skills in a relatively short period of time. In the future, it should be determined if resources are being used as effectively, and student mentors should receive additional training in their role as teacher and peer mentor before the summer program begins. A School Participation Guide is included. (KH)

ED 282 956 UD 025 564

Kominski, John; And Others
Fire Prevention and Safety: A Teacher's Handbook, 1986-87.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.; New York City Fire Dept., NY.; New York City Office of the Mayor, N.Y.

PUB DATE- 86
NOTE- 34p.
AVAILABLE FROM- New York City Board of Education, 131 Livingston St., Room 617, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alarm Systems; Fire Fighters; *Fire Protection; Fire Science Education; First Aid; Health; Prevention; Rescue; *Safety Education; School Safety; Secondary Education
IDENTIFIERS- *Fire Drills; Fire Hydrants; Fires; *Fire Safety Education; Firesetters

This collection of teaching materials will help teachers make pupils aware of the need to avoid and prevent situations which might result in fires and to master some simple life-saving techniques to protect themselves and others. The handbook contains information sheets, charts, pictures, diagrams, and suggestions for lessons and activities. Topic areas for lesson plans are organized according to student objectives, suggestions to teachers, and suggested activities. The guide includes the following: (1) the 67th Annual New York City Fire Prevention Campaign Contest guidelines; (2) list of available teaching aids; (3) fire safety project suggestions; (4) facts about fires; (5) the science of firefighting; (6) how to report fires; (7) responsible babysitting guidelines; (8) how to react to burning clothing and smoke conditions; (9) home hazards; (10) family fire drills; (11) escape routes from buildings; (12) school fire drills; (13) fire hydrants; (14) smoke detectors; (15) firefighting careers; (16) arson; (17) seasonal fire hazards; (18) a fire song; and (19) a junior fire chief's pledge certificate. (PS)

ED 282 856 SP 028 893

Dalton, Stephanie; And Others
Pre-Service Education for Teachers of Minorities: The Hawaii University/Schools Partnership Program.

PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cultural Awareness; *Educational Cooperation; Elementary Secondary Education; Field Experience Programs; Higher Education; *Minority Group Children; *Preservice Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- *University of Hawaii

The Pre-Service Teacher Education for Teachers of Minorities (PETOM) Program is a cooperative endeavor of the Kamehameha Schools/Bishop Estate, the University of Hawaii Colleges of Education and Arts and Sciences, and the Hawaii State Department of Education. The program's principal goals are to prepare teachers for the education of cultural minorities who have liberal educations and transdisciplinary knowledge bases; who are able to reflect on and inquire into teaching practice; who will work collegially with other education professionals; and who have competency in adjusting classrooms to students' preferred patterns of social organization, speaking, thinking, and motivation. Program curriculum includes courses on teaching methods, behavior management, language development, cultural influences on cognition and education, and child development. Because PETOM field experiences are well-integrated with the academic experiences of the students, they regularly apply their academic learning to real life situations in classrooms serving at-risk minority students. Evaluation of the program suggests the difficulty in, but essential need for, coordinating the academic and field experience components to produce effective teachers. Further work is needed to coordinate administrative, organization, and faculty efforts. (CB)

ED 282 887 TM 870 170

Selden, Ramsay
Preliminary Design: State-by-State Assessment of Student Achievement.

PUB DATE- Sep 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; Measurement Techniques; *National Programs; National Surveys; Program Design; Specifications; Testing Programs
IDENTIFIERS- *Council of Chief State School Officers; *Educational Indicators; National Assessment of Educational Progress

In November, 1985, the Council of Chief State School Officers adopted a plan for developing educational indicators. The plan provided for the development of a common measure of student achievement to be collected across states beginning in 1988-89. In order to design a student achievement assessment program, the states were asked to give their opinion on the following issues: specific subject matters to be assessed; type of information that the assessment program would provide; and procedures for collecting data. On the basis of the responses from 20 states, a preliminary assessment program was developed. Responses suggested that subject matter and assessment specialists, considering the broadest instructional content and priorities, should establish the subject specification frameworks. Information should be reported as single value for each subject at each grade level. Reading, writing, English and mathematics should be assessed every other year, and science and social studies every four years. The Council of Chief State School Officers (CCSSO) or another suitable organization should govern the data collection procedures. Test administration should be monitored, and sampling, scoring, and data processing should be conducted through a single, central project funded by the states and administered by CCSSO. (JAZ)

ED 282 915 TM 870 331

Mandinach, Ellen B.
The Use of Simulations in Learning and Transfer of Higher-Order Cognitive Skills.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; Courseware; *Curriculum Development; High Schools; *Learning Processes; Models; Science Curriculum; Science Teachers; Secondary School Science; *Simulation; Systems Approach; *Transfer of Training
IDENTIFIERS- Systems Thinking and Curriculum Innovation Project; *Thinking Skills

The present research addresses the issues of whether there exist certain cognitive skills that facilitate transfer, and whether such skills are themselves transferable across domains. Of primary concern is the instructability of such skills. The Systems Thinking and Curriculum Innovation Project (STACI) is a two-year research project testing the potentials and effects of using the systems approach to teach content specific knowledge and general problem solving skills. The content of existing high school science courses has been integrated with instruction and computer software that emphasize higher-order cognitive skills. The study also examines the effectiveness of using Structural Thinking Experimental Learning Laboratory with Animation (STELLA) to teach system dynamics and content knowledge. Four science teachers at a high school in Vermont are using STELLA and systems thinking in their courses. Teachers and researchers are working in a collaborative effort. The teachers' primary goal is to infuse the classes with systems thinking and to determine if the curriculum innovation is an effective way of teaching certain topics and skills; the researchers' goal is to document the curriculum innovation and to examine its cognitive consequences. A primary outcome of the project will be to disseminate information about the theory that underlies systems thinking and the methods by which the approach has been infused in the curricula. (BAE)

ED 282 929 TM 870 360

Appleman, Deborah
A Comparison of Guided Assignments and NAEP Format Tests on Adolescent Response to Literature.
PUB DATE- 23 Apr 87
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Testing; Critical Thinking; *Essay Tests; Grade 4; Grade 12; *Heuristics; High Schools; Instructional Effectiveness; Literary Genres; Literature; Poetry; Prewriting; Reading Ability; Short Stories; *Test Format; *Writing Instruction; *Writing Skills
IDENTIFIERS- National Assessment of Educational progress

This study investigated the effects of heuristically based assignments and tests on adolescents' written responses to literature. In order to examine both tests and instruction, two separate but related experiments were conducted. Experiment 1 investigated whether the inclusion of guided prewriting on essay tests for two poems and two short stories would result in higher quality written responses than tests that did not include prewriting. Experiment 2 explored the effects of a series of five heuristically based lessons on the posttest essay scores on two poems and two short stories. Approximately 100 11th and 12th graders participated in each experiment. Analyses of the data indicated a significant treatment effect on one of the four test measures in Experiment 1, with students who received the experimental test format performing significantly better than students who received the National Assessment of Educational Progress (NAEP) format test. There were no significant effects for the instructional treatment in experiment 2. Reading ability and genre had significant effects on the quality of students' written responses to literature in both experiments, with higher ability students receiving significantly superior mean scores and all students performing better on tests for short stories than on tests for poems. Implications for teaching and further research into longitudinal training in heuristic procedures are discussed. A seven-page bibliography, a sample NAEP test, a sample experimental test, and a sample lesson follow the study. (Author/JAZ)

ED 282 781 SO 017 655

Mason, Peter

Patterns of Independent Education: Factors Which Determine the Degree of Elitism Illustrated Especially from Germany, Denmark and the UK.

PUB DATE- Apr 86

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 31-April 4, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Catholic Schools; Church Role; Educational Legislation; Educational Opportunities; Elementary Secondary Education; *Elitism; Equal Education; Foreign Countries; *Parochial Schools; *Private Education; *Private Schools

IDENTIFIERS- Denmark; *Europe; United Kingdom; West Germany

In a world conditioned by what Margaret Meade and others have called an underlying system of inherited inequalities, it is natural that educators in particular should try to promote at least some semblance of equality of opportunity. Because the creation of an elite of some kind seems to be a natural and unavoidable by-product of every society, the only sensible goal must be to ensure that those who belong to it are as civilized and public-spirited as possible. A factual and comparative study of *independent education in Europe, North America, and the Antipodes* demonstrates that the elitist tendencies of independent education vary in effect and force, depending on the constitutional, legal, and managerial framework in which such schools operate in different countries. Both constitutional and legislative controls are important factors in determining the status of private schools, but no less important are the patterns and philosophies of education which are enshrined in their own statutes or prospectives. (BZ)

ED 282 796 SO 018 090

Wojtan, Linda S.
Teaching about Japan. ERIC Digest No. 38.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 4p.
CONTRACT- 400-86-0020
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Area Studies; Curriculum Enrichment; *Educational Needs; Elementary Secondary Education; Foreign Countries; *International Studies; *Relevance (Education); *Teaching Methods
IDENTIFIERS- ERIC Digests; *Japan; *Pacific Rim

This is an age of ascendency of the Pacific Rim area, especially the Asian sector. Recent decades have seen unprecedented economic growth throughout this area. By examining Japan, the region's pre-eminent nation and harbinger of future developments, the larger topic of the Pacific Rim can be explored. It is particularly important to teach about Japan in U.S. schools because Japan and the United States are increasingly interdependent. Japan provides an example of modernization without excessive westernization but continues to be a misunderstood country. The study of Japan has an important multicultural dimension and multiple perspectives should be used at every level curriculum and in virtually all subjects. Useful strategies include: (1) requiring students to examine an issue from at least one other cultural perspective; (2) presenting

an historical perspective whenever possible; (3) asking students to examine values implicit in certain practices of Japanese society; and (4) introducing the Japanese language. (BZ)

ED 282 811 SO 018 206

Scommegna, Paola, Ed.
Global Population Trends: Challenges Facing World Leaders.
Population Reference Bureau, Inc., Washington, D.C.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Oct 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Geographic Distribution; *Migration; *Population Distribution; *Population Trends; Social Sciences; *World Problems
IDENTIFIERS- Global Survival; *Population Control; *Population Information

This pamphlet explores the dynamics of world population, highlighting steps world leaders can take to address population problems and improve the lives of people worldwide. With jet-age transportation and electronic communication, economic and social interdependence of nations is greater than ever before and is likely to increase in the future. Politically, the most sensitive area is migration, particularly for low-growth areas close to high-growth areas: Europe's proximity to North Africa and the Middle East, and the United States proximity to the Caribbean Basin countries. Trade and financial relationships also channel the effects of internal population pressures across international borders. The response to population growth between now and the time population stabilization occurs will shape the world that future generations will share. (SM)

ED 282 825 SP 028 803

Collins, Allan
Different Goals of Inquiry Teaching. Technical Report. Report No. 6458.
BBN Labs, Inc., Cambridge, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Sep 86
NOTE- 31p.
CONTRACT- 400-81-0030; N00014-C-85-0026
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; Elementary Secondary Education; *Inquiry; *Learning Strategies; Metacognition; *Questioning Techniques; *Teaching Methods

Inquiry teaching forces students to actively engage in articulating theories and principles that are critical to understanding a domain. Inquiry teachers have three distinct goals: (1) to help students construct a given theory or set of principles; (2) to help students construct novel theories or principles; and (3) to teach students how to pose questions so they will have self-monitoring skills. Inquiry teaching should be considered one of the teaching methods that the effective teacher interweaves with other methods. This combination forces students to articulate their knowledge as strategies, principles, and theories that they can call upon in different contexts, and teaches students questioning skills so that they can learn new domains or solve novel problems on their own. Examples of teachers using this method and their strategies are given. (A personnel directory is appended). (CB)

ED 282 971 UD 025 585

Rubel, Robert J.; And Others
Reducing School Crime and Student Misbehavior: A Problem-Solving Strategy. Issues and Practices in Criminal Justice.
Abt Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 128p.
CONTRACT- J-LEAA-011-81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Crime Prevention; *Discipline Policy; Educational Environment; Elementary Secondary Education; Law Enforcement; Police School Relationship; *Program Implementation; Recordkeeping; School Districts; *School Security; *Student Behavior

This report describes the initiatives and related activities undertaken between 1983 and 1985 at 44 schools, by three school districts which participated in a national demonstration program developed to control criminal and disciplinary incidents in schools. The three districts are: Anaheim, California; Rockford, Illinois; and Jacksonville, Florida. The report is divided into five major sections. Section 1 describes the behavior problem generally and provides background on the development of the program. A key element is an information management system designed to track the incidence of misbehavior and crime in schools to identify structural weaknesses and allow a focusing of resources on those weaknesses. Section 2 presents national statistics regarding the nature and extent of school-based crime and student misbehavior and outlines recent trends. It discusses the etiology and characteristics of school crime. Section 3 outlines the steps to be followed in diagnosing and taking action against school crime and misbehavior. Sections 4 and 5 describe more fully the initiatives district and school administrators can take to create a safe and secure learning environment. Five appendices include: (1) a list of resources for further information; (2) a discussion of relevant case law; (3) a sample inter-agency agreement for schools, social service agencies, and law enforcement agencies to sign; (4) a model school policy statement clarifying the relationship between school and law enforcement officials; and (5) an illustrative list of crime categories and subcategories for use in incident reporting. (KH)

ED 282 842 SP 028 851

Marshall, John D.; And Others
A Longitudinal Study of a Demonstration Project Related to the Recruitment, Preparation and Retention of Highly Qualified Persons for the Teaching Profession: The Brackenridge Interns--The Second Year.
PUB DATE- Jun 87
NOTE- 190p.; For the first year study, see ED 272 454.

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; College School Cooperation; Elementary Secondary Education; Higher Education; *Internship Programs; *Preservice Teacher Education; Program Evaluation; *Student Attitudes
IDENTIFIERS- *Brackenridge Interns in Teaching; Trinity University TX

The Brackenridge Interns in Teaching (BIT) program was implemented at Trinity University (Texas) in 1984. The program consists of three components: (1) the academic curriculum of Trinity University; (2) a variety of practicum experiences in selected Bexar County public schools; and (3) a comprehensive community education program. The academic curriculum features arts and letters, the humanities, the behavioral sciences, the natural sciences, and mathematics. Practicum experiences in the county schools involve observation of classes at levels from K-12 in different types of schools. The community awareness program exposes students to community problems and provides opportunities to work with community leaders. After the BIT program, the interns will teach in the county schools for at least two years. During this period, they will work with Trinity faculty and public school personnel. There are currently 17 participants in the BIT program. This report presents an overview of the second year of the program. Analyses are presented of data sets on: (1) interns' end-of-year survey and questionnaire responses; (2) interns' mid-year, individual telephone interviews and journal entries; (3) cohorts' standardized instrument results as they compared to similar data obtained from interns; and (4) videotape data of interns' end-of-year, small group discussions and large group discussion of the first year report. Twenty appendices contain the data upon which the analyses were based. (JD)

ED 282 873 SP 028 924

Skipper, Charles E.
A Cross Sectional Study of Preservice Teacher Preferences for College Course Learning Activities.

PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; Course Content; *Education Majors; Grading; Higher Education; Learning Activities; *Preservice Teacher Education; *Student Attitudes; *Teacher Education Programs; Teacher Student Relationship; *Teaching Methods; Testing

IDENTIFIERS- Miami University OH

This study sought to determine if preservice teachers hold different preferences for college-course learning activities at four levels of professional training. Subjects of the study were 549 students, ranging from freshmen through seniors in their undergraduate teacher preparation program. The Learning Preference Questionnaire asked the students to express their preference for course learning activities in six areas: (1) "in-class" learning activity area, concerning instructor-student behavior; (2) "out-of-class" activities, asking for preferences on such activities as library research and field trips; (3) "course examination," which asked about the types and number of examinations; (4) "course and instructor organization," asking about class schedules and instructors' planning and use of time; (5) "rapport," dealing with the importance of feelings between students and instructor; and (6) "grading systems," based on a fixed or group standard. An analysis of results offers insights into different levels in students' learning styles and suggests a way of improving the structure of college courses. (JD)

ED 282 888 TM 870 239

Craig, James R.; And Others
Evaluating Effective Teaching in Colleges and Universities: How Far Have We Come?
PUB DATE- 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; *College Faculty; *Evaluation Criteria; Evaluation Methods; *Evaluation Problems; Higher Education; Information Needs; Rating Scales; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teacher Evaluation

An examination of the policies and processes used to evaluate teaching in colleges and universities over the past several decades begins by identifying six key features of the research literature: (1) no formal definition of effective teaching has been generated to guide instrument development, data collection, and interpretation; (2) the purpose of the evaluation affects the form and substance of the evaluation process; (3) the criteria for the determination of validity have not been adequately defined; (4) direct observation of instruction is almost never done in higher education; (5) a large number of studies have been conducted to identify frame factors that must be considered when interpreting students' ratings of instructors; and (6) problems in interpreting student ratings are documented. The most common criterion for demonstrating validity of students' ratings is a measure of student achievement; however, its validity for predicting teacher effectiveness has not been tested. Different evaluation audiences--administrators, teachers, and students--have different information needs which affect data collection. Researchers are developing solutions for these problems. Their approaches include developing rating scales for multiple audiences, examining cognitive processes in the classroom and time on task, and studying students' attitudes and perceptions. A 40-item reference list is included. (GDC)

ED 282 902 TM 870 299

Integrating Learning and Testing: A Handbook for Teachers, Grade Six. Experimental Edition. 1985 Revision.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

REPORT NO.- ISBN-88315-569-9; NYC-CURR-NO-02-6020-26
PUB DATE- 85
NOTE- 276p.; For related document, see TM 870 298.
AVAILABLE FROM- Board of Education of the City of New York, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Educational Objectives; *Educational Testing; Elementary School Curriculum; *Grade 6; Intermediate Grades; Language Tests; Mathematics Tests; Reading Tests; State Programs; Teaching Guides; *Test Coaching; *Testing Programs
IDENTIFIERS- *Curriculum Related Testing; New York; *New York City Board of Education

This handbook was designed for use in conjunction with an ongoing program in the New York (New York) public schools to improve students' test-taking skills. Directed towards sixth grade teachers and their supervisors, this guide has been developed for implementation as an integral part of the school's ongoing instruction in communication arts and mathematics. It accompanies the grade-level curriculum outlined in the Minimum Teaching Essentials. The purposes of this handbook are to: (1) discuss testing and the testing program in New York State; (2) assist teachers and supervisors in planning and implementing an instructional test-taking program; (3) provide sample lessons that identify and explain test-taking skills, provide performance objectives, outline lesson activities, provide for follow-ups in several test formats, and provide practice tests; (4) develop students' cognitive skills, affective behavior, and reasoning strategies; and (5) enable students to understand the formats, concepts, and content of the tests they take. It is also stated that parents have a role in developing and implementing this program. Sections include: teaching the mechanics of test-taking; communication arts skills; mathematics skills; and extensive sample test items and answer keys. (GDC)

ED 282 943 UD 025 537

South Shore High School Project JOBS 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Mar 87
NOTE- 32p.; Prepared by the OEA Bilingual Education Evaluation Unit. Appended table contains light, broken type.
GRANT- G00-3BM3-0070
AVAILABLE FROM- Office of Educational Assessment, New York City Boarc of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Bilingual Education Programs; Career Education; Chinese Americans; Economically Disadvantaged; *English (Second Language); Haitians; High Schools; *Immigrants; Limited English Speaking; *Mainstreaming; *Native Language Instruction; Program Effectiveness; Urban Schools
IDENTIFIERS- Cultural Adjustment; *New York (Brooklyn)

Project JOBS (Job Opportunities for Bilingual Students) is a Title VII-funded project providing English as a second language (ESL) and content area and career-related instruction to students of limited English proficiency (LEP) at South Shore High School and James Madison High School in Brooklyn, New York. In 1985-86, Project JOBS was in the third year of a 3-year funding cycle and served a total of 253 LEP students. Haitian speakers were the largest group at South Shore, and Chinese speakers were the largest group at Madison. ESL and career-related instruction were offered at both sites, and bilingual content-area and native language arts courses were offered at South Shore. Project JOBS had two main objectives: (1) to assist and encourage students to complete high school requirements; and (2) to orient and train students in job-related skills. The project was transitional in nature, emphasizing the acquisition of English language skills and, ultimately, mainstreaming. Program objectives in English language mastery, reading, native language arts, career awareness and career-related courses were met and surpassed. The attendance rate for program students exceeded the school-wide attendance rate. Both schools could more effectively assist the group enrolled in the greatest number at each school if Madison referred its Haitian students to South Shore and South Shore referred its Chinese students to Madison. (KH)

ED 282 957 UD 025 565

Salow, Elliot; Bromberg, Lloyd

Team Up For a Clean New York.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.; New York City Dept. of Sanitation, NY. Office of Public Relations and Education.
REPORT NO.- ISBN-88315-603-2
PUB DATE- 84
NOTE- 65p.

AVAILABLE FROM- New York City Board of Education, 131 Livingston St., Room 617, Brooklyn, NY 11201 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Awareness; *Citizenship Responsibility; Elementary Secondary Education; Environmental Technicians; Health Education; Physical Environment; Recycling; Sanitary Facilities; *Sanitation; Solid Wastes; United States History; *Urban Environment; *Waste Disposal
IDENTIFIERS- *Litter Education Programs; Littering; New York (New York)

This curriculum guide presents activities to help students understand the importance of cooperation between citizens and sanitation workers to keep the city clean. The booklet contains two types of activity sheets. Data-based activity sheets present students with current sanitation-related issues, such as garbage disposal, cleaning costs, and resource recovery, and ask for their input on possible solutions. Some other data-based activities provide students with a historical context for these current issues. The second type of activity sheet presents students with dilemmas designed to help them explore the consequences of their actions and to understand the need for social responsibility. Fourteen of the activities are geared to grades 1 to 6. Fourteen are for secondary schools. Each activity sheet is designed for reproduction and distribution to the students. On the back of each sheet are performance objectives, suggestions to the teacher for implementing the activity, and additional optional activities. A variety of techniques are used including role-playing, small group discussion, problem-solving, brainstorming, interviews, and "hands-on experiences." Each activity sheet is meant to be a springboard for discussion. (PS)

ED 282 826 SP 028 807

Tuthill, Doug; And Others
An Ecological and School Specific Model of Student and Teacher Empowerment: The N.E.A.'s Mastery-in-Learning Project.
PUB DATE- 23 Apr 87
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Portions of appendices contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Planning; Demonstration Programs; *Educational Change; Elementary Secondary Education; Information Networks; Pilot Projects; *Program Design; *Student Participation; Teacher Attitudes; *Teacher Participation
IDENTIFIERS- *Mastery in Learning Project (NEA)

The National Education Association's Mastery-in-Learning Project (MILP) seeks to empower students and teachers to become agents of democratic reform within the schools. It provides teachers and students with the necessary time, resources, skills, and motivation to restructure their schools into self-renewing centers of inquiry. Twenty-seven MILP schools are participating in the Project. As a first step in implementing the Project, two initiating procedures were followed: the School Profile and the Faculty Inventory. The School Profile describes the school on the day the Project started, focusing on teachers and teaching, students and learning, curriculum, and school/faculty. The Faculty Inventory was conducted to help the faculty identify goals, establish priorities, and develop a greater sense of collegiality. Support for the Project is provided by a site-based consultant and regional research laboratories and centers. The Teaching Resources and Knowledge Base (TRaK) provides faculty with resources needed to achieve reform objectives. Selected insights into the program's progress are presented from the viewpoints of the Project central staff and one MILP school. Appendixes provide more detailed information on Project concepts. (JD)

ED 282 857 SP 028 895

Munby, Hugh
Metaphors, Puzzles, and Teachers' Professional Knowledge.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For related document, see SP 028 896.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstract Reasoning; *Cognitive Processes; *Communication (Thought Transfer); Learning Strategies; *Metaphors; *Teacher Attitudes; *Teaching Styles
IDENTIFIERS- *Queens University of Kingston (Canada)

This paper presents two puzzles that have emerged in a series of completed and ongoing studies at Queen's University, Ontario. These puzzles concern teachers' professional knowledge, a term used to refer to the non-propositional forms of knowledge assumed to be of importance to professional action. This research assumed that the professional actions of teachers are better understood if it is known how they construe their professional realities. Study findings suggested that important ways of construing professional action may not be carried in the form of linguistic fragments, but rather by teachers' use of metaphorical figures to describe their work. The two puzzles examined are: the way that metaphors become part of professional speech, and the role that metaphors play. The paper begins with reviews of the principal findings of the two studies on metaphor. The next section discusses the puzzles raised by these studies and how they might be addressed. This leads to an account of an ongoing study of the development of professional knowledge. Some examples illustrate the progress made, and the problems that work of this type poses for understanding the nature and development of professional thought. (JD)

ED 282 916   TM 870 332

Yoong, Suan
Teachers' Perceptions and Attitudes toward Minimum Competency Testing for Teachers: A Factor Analytic Study.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the Annual Smith Research Conference (*12th, Bloomington, IN, April 1-3, 1987*).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Elementary School Teachers; Elementary Secondary Education; *Factor Analysis; *Minimum Competency Testing; Multiple Regression Analysis; Predictor Variables; Quality Control; Secondary School Teachers; *Semantic Differential; *Teacher Attitudes; Teacher Certification; *Teacher Evaluation; Teaching Skills; Test Construction
IDENTIFIERS- Likert Scales; Teacher Competencies

This study investigated the perceptions and attitudes of practicing teachers towards minimum competency testing for teachers. A 5-point Likert-type general attitude scale was constructed by standard procedure, using item analysis and factor analysis. Eight perspectives from which a teacher may perceive teacher minimum competency testing were delineated from a review of related literature and an examination of the contents of the statements in the initial attitude scale. These were (1) content mastery, (2) teaching skill mastery, (3) certification or licensing, (4) screening or quality control, (5) motivation, (6) professionalism, (7) administrative control, and (8) threatening the integrity of teachers. It was hypothesized that these perspectives are highly predictive of teachers' attitudes toward minimum competency testing. Twenty-seven Bloomington (Indiana) elementary, middle and high school teachers were administered the general attitude scale and semantic differentials on the eight perspectives. Factor analysis was carried out to identify significant factors associated with the eight perspectives. These factors were correlated with the attitude score, and a multiple regression analysis showed that a linear combination of four perspectives (certification, content, teaching skills, and screening) was highly predictive of the teachers' attitude, which turned out to be not favorable for this sample of teachers. The attitude scale and two of the semantic differentials (assessment of content mastery and teaching skills) follow the study. (Author/JAZ)

ED 282 930 TM 870 365

Strusinski, Marianne
Evaluation of the Psychological Services Program.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Jan 86
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Classroom Observation Techniques; Elementary Secondary Education; Eligibility; Evaluation Methods; Principals; *Program Effectiveness; *Program Evaluation; *Psychological Evaluation; *Psychological Services; Public Schools; Questionnaires; School Psychologists; *Special Education
IDENTIFIERS- *Dade County Public Schools FL; Telephone Surveys

This evaluation was conducted to assess the efficiency and effectiveness of the Psychological Services Program in the Dade County Public Schools, Florida. The program provides psychological evaluations for students under consideration for special education. This includes students with emotional, mental, and/or physical handicaps and gifted students. Special emphasis was put on the continuing backlog of students waiting for psychological evaluation and the delays in the process. The specific topics studied were: the level of needs for program services; the duties and activities of school psychologists; the productivity of the program; the level of false-positive evaluation; the supervision of school psychologist; and standards of quality in the psychological evaluations. Questionnaires were used to collect the necessary data from school psychologists and principals. A random sample of 100 cases was analyzed for descriptive information, and the psychological services models used by other major public school systems were investigated by telephone surveys. Results showed that the level of need for the program overwhelmed the existing staff of school psychologists; and that more school psychologists should be hired. It was also found that certain components of the psychological evaluation process were not operating at optimal efficiency. The study recommended several changes to the program in order to meet the needs of the district. Appendices include a copy of the school psychologist questionnaire) and the interview form of the telephone survey of other schools. (JAZ)

ED 282 782 SO 017 698

Freeman, Stanley L., Jr.
Consider Canada: A Handbook for Teachers.
Maine Univ., Orono.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 81
NOTE- 312p.; A publication of the Canadian/Franco-American Studies Project.
GRANT- ES-3109-78-1272
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Cross Cultural Studies; *Cultural Awareness; Elementary Secondary Education; Field Studies; Foreign Countries; Geographic Regions; Geography; Global Approach; *Humanities; Instructional Materials; Integrated Activities; Interdisciplinary Approach; *Multicultural Education; *North American Culture; *North Americans; Social Studies
IDENTIFIERS- *Canada

If awareness and understanding of Canada, its people, and its culture are to be achieved, the study of this country must be made an appropriate part of the social studies and humanities curricula. This document provides teachers with resource materials on 13 topics about Canada: (1) topics and themes for Canadian Studies; (2) reasons why U.S. students should be studying Canada; (3) the status of the field of Canadian Studies; (4) suggestions for selling Canadian Studies to school authorities; (5) a philosophy of curriculum; (6) examples of goals and objectives for infusing Canada into existing courses; (7) procedures for evaluating an instructional activity; (8) guidelines for planning a tour to Canada; (9) opportunities for exchanges between schools; (10) plans for an exchange between two schools; (11) entry points for teaching adults about Canada; (12) principles of adult learning; and (13) suggestions for creating a course. Teaching plans outlined in the document include: (1) Outline Maps; (2) Canadian Geography; (3) the Canadian Political System; (4) Canadian Studies; (5) Introduction to the Acadian Experience; (6) Project Canada; and (7) Les Quatre Saisons (The Four Seasons). An extensive bibliography titled "Teaching Canada" published by the Canadian American Center at the University of Maine at Orono in 1974 has been revised and brought up to date. Appendices are: (1) "Study Opportunities for Teachers"; (2) "Sources and Resources"; and (3) "Excerpts from the Code of Ethics of American Society of Travel Agents." (BZ)

ED 282 797 SO 018 095

Doody, John; Green, Justin

Political Theory as Autonomous and Non-Autonomous Enterprises: Teaching Political Concepts at the College Level.

PUB DATE- Aug 85
NOTE- 26p.; Paper presented at the Annual American Political Science Association Conference (New Orleans, LA, August 29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Organization; Higher Education; *Political Science; *Research Design; *Research Methodology; Social Sciences; Social Theories; *Teaching Methods
IDENTIFIERS- *Stimulus Response Theory

The ambivalent relationship between political theory understood as a sub-discipline within political science and political theory as an interdisciplinary theoretical activity with a long-standing historical tradition has been well documented. The schism between political theory and political science is seen by some as a recent tragedy within political science, one directly traceable to the absence of great contemporary thinkers within the discourse of political thought and perpetuated by the lack of theorizing common among most practicing political scientists. In an interdisciplinary team-taught honors course, students were introduced to the three most interesting philosophical controversies present today in empirical political theory: (1) the question of whether individual or structural models of explanation best explain human political activity; (2) the possibility of having a value free model of theoretical explanation; and (3) the question of whether theory properly arises out of empirical research or is in some sense presupposed by such research. Rather than abstractly arguing the merits of specific methods of analysis, the students used two of the most often cited alternatives of human behavior defended today in social science, the Stimulus-Response model and the Stimulus-Organism-Response model. The students are then instructed to develop research programs that will reflect the different approaches of these two contrasting methodologies and to compare the results gathered during the course of the semester. (BZ)

ED 282 812 SO 018 207

Crews, Kimberly
Responding to the Challenge.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Feb 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Demography; High Schools; Instructional Materials; *Migration; *Overpopulation; *Population Trends; Units of Study; World Problems
IDENTIFIERS- *Immigration Impact; *Population

Population issues discussed are: (1) the growing elderly population in industrialized nations; (2) the debt crunch; and (3) immigration. The focus of the article on the elderly is Japan's elderly population, which will nearly double, from 10 to 18.7%, by 2010. In 1986, the Japanese government took steps to delay the age at which full pensions are received to prevent the bankruptcy of the social security system. Businesses agreed to raise the retirement age. The article on the debt crunch discusses Peru's foreign debt equal to 59% of its gross national product. The newly-elected President, Alan Garcia, stated that no more than 10% of the country's annual foreign exchange earnings will be paid to service the outstanding debt. The immigration article compares the policies of the United States and West Germany. Recently, the U.S. Congress passed legislation to deal with the influx of illegal aliens who migrate to the United States to escape poverty. And, the West German government took steps to stem the tide of immigrants entering the country claiming to seek political asylum but are actually seeking better living conditions. An activity sheet covering the content of the document and recommending additional resources conclude the document. (SM)

ED 282 972 UD 025 586

Hochschild, Jennifer L.
The Double-Edged Sword of Equal Educational Opportunity.
PUB DATE- 15 Apr 87
NOTE- 41p.; Paper presented at the annual meeting of the American Educational Research Association (Washington, DC, April 22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Education; *Blacks; *Equal Opportunities (Jobs); Ethnic Groups; *Ideology; Racial Relations; *Social Mobility; Social Values; *United States History

This paper argues that the ideology of equal opportunity is simultaneously a message of hope and despair, that equal opportunity is a double-edged sword both empirically and normatively. The essay is organized in three sections. The first outlines the growing role played by equal opportunity in American history, thought, and practice, and indicates the time when five different problems associated with equal opportunity first surfaced. They are: (1) the promotion of equal opportunity for one group denying access to it by another group; (2) equal chances for all turning into a denial of chances for some; (3) the success of some group members creating or exacerbating the failure of other members of the group; (4) dangers created by the strength of the ideology of equal opportunity; and (5) the success of equal opportunity creates anxiety about its continuance. Section 2 asserts that these five problems, which different groups of whites faced one at a time across 150 years, are all occurring at the same time within the contemporary black community. It argues that the status of black Americans is extraordinarily complex and fluid because blacks are recapitulating in one generation the successes and risks of many generations of whites. Section 3 identifies conditions under which a reliance on equal opportunity is more likely to produce benign rather than malign results. The analysis focuses on the education of American blacks, but more general implications are discussed. (KH)

ED 282 874 SP 028 925

Korthagen, Fred A. J.; Verkuyl, Hildelien S.
Supply and Demand: Towards Differentiation in Teacher Education, Based on Differences in Learning Orientations.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Foreign Countries; Higher Education; Individual Differences; *Learning Processes; Learning Strategies; *Learning Theories; Longitudinal Studies; *Preservice Teacher Education; *Student Attitudes; Teacher Education Programs
IDENTIFIERS- Netherlands; *Reflective Teaching

Reflective teaching has been the basic principle underlying the teacher education program at the Stichting Opleiding Leraren, a teacher's college in Utrecht, The Netherlands. It has been questioned, however, whether reflective teaching is equally suitable for every student. A longitudinal follow-up study was started in which the central research question was: How do individual students develop during their preparation program? In the first part of the research, phase 1a and 1b, the goal is description. Phase 1a develops a framework of analysis that describes differences in beliefs about learning among prospective teachers. Phase 1b's subquestions are: (1) How do students with different beliefs about learning develop during the teacher education program? and (2) What is the effect of the training on the development of these different kinds of students? This paper describes the research method and results of phase 1a and the results of phase 1b. The analysis framework that has been developed to differentiate among learning orientations is presented, and the effects of the program on different students are discussed. (JD)

ED 282 889 TM 870 257

McTarnaghan, Roy E.
Why It Occurred: The Political and Educational Climate in Florida.
PUB DATE- 14 Feb 85
NOTE- 14p.; Paper presented at Miami-Dade Community College (Miami, FL, February 14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Standards; *Admission Criteria; College Entrance Examinations; *Educational Legislation; *Educational Policy; *Educational Testing; Higher Education; Minimum Competencies; *State Legislation; *Student Evaluation; Two Year Colleges
IDENTIFIERS- *Florida

This address presents recent developments in the Florida movement toward entry and exit examinations in higher education. During the 1970s, parents, business leaders and state government leaders had expressed concern that students from Florida's schools, colleges, and universities were not demonstrating sufficient quality in job performance, graduation rates, standardized test scores and other indicators. As the state focused upon public school performance first, pressure was exerted to develop secondary school exit evaluations, the Student Assessment Test. The Florida Legislature pushed for statutory requirements on two fronts in higher education: (1) an assessment tool for the end of sophomore year, now known as College Level Academic Skills Test (CLAST); and (2) minimum standards for admission to teacher education programs at the junior year, with criteria developed for freshman admissions to the State University System. Laws have been set in place to protect institutions of higher education from loss of funding due to enrollment loss. Institutions have concentrated more energy and resources on core curriculum, strengthened advisement for entering students, and renewed existing focus on writing and math lab experiences. The biggest policy issue is the differential impact upon minority youth. For evaluative instruments to be used constructively, higher education faculty need exposure, instruction, and reinforcement in evaluation. (LMO)

ED 282 903 TM 870 301

Garrido, Mariquita; Payne, David A.
An Experimental Study of the Effect of Judges' Knowledge of Item Data on Two Forms of the Angoff Standard Setting Method.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Comparative Analysis; *Criterion Referenced Tests; *Cutting Scores; Difficulty Level; Higher Education; *Interrater Reliability; *Judges; Minimum Competency Testing; Multiple Choice Tests; Statistical Distributions; Statistics; Test Items; Test Theory
IDENTIFIERS- *Angoff Methods; *Standard Setting

Minimum competency cut-off scores on a statistics exam were estimated under four conditions: the Angoff judging method with item data (n=20), and without data available (n=19); and the Modified Angoff method with (n=19), and without (n=19) item data available to judges. The Angoff method required free response percentage estimates (0-100) percent, whereas the Modified Angoff method used a seven point scale (5, 20, 40, 60, 75, 90, 95). Item data were in the form of frequency distributions of multiple-choice exam option selections for five student ability levels. Results indicated significantly: (1) greater intra-judge variability for the Angoff method; and (2) higher minimum competency cut-off scores for judges with performance data available for reference than for judges who did not have data available. Acceptable levels of inter-judge reliability, judge internal consistency, and item internal consistency were also observed. (Author)

ED 282 944 UD 025 538

South Bronx High School Computers in Bilingual Education 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Mar 87
NOTE- 75p.; Prepared by the OEA Bilingual Education Evaluation Unit. For the 1984-85 report, see ED 270 560.
GRANT- G00-824-5060
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Bilingual Teachers; *Computer Assisted Instruction; *Computer Literacy; *Educationally Disadvantaged; English Instruction; High Schools; High School Students; *Hispanic Americans; *Limited English Speaking; Multilingual Materials; Parent Participation; School Holding Power; Spanish Speaking; Urban Schools
IDENTIFIERS- New York (Bronx)

The Computers in Bilingual Education (CIBE) program offers instruction in computer literacy and in academic subjects for limited English proficient (LEP) students at the South Bronx High School in New York City. A variety of public funding sources were used to provide materials, personnel and staff development for the program. During the first two years of CIBE, 302 low income Spanish-speaking students in grades 9 through 11 were served. The staff participated in activities to encourage parental involvement. Staff members plan to translate mainstream curriculum materials into Spanish if reallocation of monies is approved. The program successfully encouraged student attendance and promoted teamwork among school, project, and bilingual staff. Statistical data are presented to show the full and partial achievement of the academic objectives. Recommendations for improvement of CIBE are: (1) weekend events and a bilingual newsletter for parents; (2) reorganization of staff to prevent burnout; (3) purchase of new office equipment; and (4) compilation of a list of program developed materials. (VM)

ED 282 827 SP 028 821

Goldinher, Martin
Evaluation of the 1984-85 Beginning Teacher Program.
Dade County Public Schools, Miami, Fla.
PUB DATE- Jun 85
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Formative Evaluation; *Program Development; *Program Effectiveness; *Program Evaluation; Program Implementation; Summative Evaluation; Teacher Certification; Teacher Improvement
IDENTIFIERS- Florida

The Beginning Teacher Program in the Dade County Public Schools, Florida was developed to facilitate beginning teachers' attainment of specific generic teaching competencies through supervised support for a full school year. This report examines how many mandated and other procedures in the program were implemented and to what extent the teaching performance of beginning teachers had improved. Evaluation activities included interviews with a random sample of beginning teachers and their support team members, survey of participants on the utility and impact of training and orientation activities, and interviews with the program staff. Findings on the implementation and impact of the program are analyzed, noting areas of success and recommending remedial steps for some problematic areas. Specific recommendations are made for continuation of current efforts and procedures used to improve program management and operations. Data from the evaluation are presented in 11 tables contained in an appendix. Also appended are the generic competencies lists, interview questions for progam participants, and the beginning teacher and peer teacher questionnaires. (JD)

Wiegman, John R.; Binnie, David G.
Attitudes toward Merit Pay for Instructional Personnel: A Survey of Florida Public District Policy Makers and Administrators. The Relationship of Expectancy Work Motivation, Selected Situational Variables and Locus of Control to Teacher Job Satisfaction.
Florida Educational Research and Development Council, Inc., Ft. Myers.

PUB DATE- 85
NOTE- 64p.
AVAILABLE FROM- FERDC, P.O. Box 506, Sanibel, FL 33957 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Expectation; *Job Satisfaction; *Merit Pay; School Districts; Teacher Characteristics; *Teacher Motivation; *Teacher Salaries; Teaching Conditions; Teaching Experience
IDENTIFIERS- *Florida

This research bulletin contains parts of two studies dealing with the persistent problem of developing effective teachers and stimulating effective teaching. The study reported in "Attitudes toward Merit Pay for Instructional Personnel" (John Weigman) was conducted to survey, analyze, and compare the attitudes of Florida public school district policy makers and administrators toward merit pay. Of the 364 respondents (out of 510 who received the survey instrument) it was found that 39 percent supported merit pay for teachers, with most support coming from personnel administrators and school board members, and least support from superintendents. The introduction, reviews of literature, conclusions, and bibliography of this study are included in the bulletin. "The Relationship of Expectancy Work Motivation, Selected Situational Variables and Locus of Control to Teacher Job Satisfaction" (David G. Binnie) investigated correlations among teacher job satisfaction, teaching experience, teacher motivation, teaching conditions, and locus of control among Florida teachers. Results indicated that the concept of "job satisfaction" is of somewhat limited practical and theoretical value and that job safisfaction may be better approached through indirect rather than direct methods. The summary and bibliography of the study are included. (CB)

ED 282 858 SP 028 896

Munby, Hugh
Metaphorical Expressions of Teachers' Practical Curriculum Knowledge.

PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For related document, see SP 028 895.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Structures; *Concept Formation; *Course Content; *Curriculum; Curriculum Enrichment; Elementary Secondary Education; Knowledge Level; *Problem Solving; *Teacher Attitudes
IDENTIFIERS- *Queens University of Kingston (Canada)

An alternative is suggested to conventional and propositional ways of thinking about curriculum matters. Curriculum theory is conventionally presented as statements of propositional knowledge even though the significance of tacit, non-propositional knowledge has been recognized in philosophy. It is suggested that attention be paid to how teachers think about the curriculum and its components, particularly how teachers "construct" curriculum content in professional practice. The argument presented is that the ways teachers have named and framed issues about curriculum content are important. It is demonstrated that this form of the teachers' curriculum knowledge is quite different from ideas about the propositional nature of a teacher's subject matter knowledge . Focusing on metaphor, the paper begins with a review of recent explorations into metaphor and the curriculum. It is shown that this work can be extended by examining the metaphorical language that teachers use in talking about their work. Several examples are given showing that the metaphorical language provides insights into how the teachers have named and framed issues about curriculum content. It is assumed that the metaphors represent something of the teachers' practical curriculum knowledge. (JD)

ED 282 917 TM 870 333

Robey, Randall R.; Barcikowski, Robert S.
Sphericity Tests and Repeated Measures Data.
PUB DATE- Apr 87
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Analysis of Variance; Error of Measurement; Hypothesis Testing; *Mathematical Models; *Monte Carlo Methods; *Multivariate Analysis; Statistical Studies
IDENTIFIERS- *Repeated Measures Design; *Sphericity Tests; Univariate Analysis

The mixed model analysis of variance assumes a mathematical property known as sphericity. Several preliminary tests have been proposed to detect departures from the sphericity assumption. The logic of the preliminary testing procedure is to conduct the mixed model analysis of variance if the preliminary test suggests that the sphericity assumption is tenable, or alternatively, to conduct another analysis of variance which does not assume sphericity. This paper examines the value of basing the analysis strategy upon the outcome of the preliminary test on the sphericity assumption. The examination is divided into four parts: (1) sphericity and its relationship to the mixed model analysis are reviewed; (2) five sphericity tests are reviewed, and the appearance of these tests in three popular statistical packages is described; (3) the performances of these tests in a Monte Carlo Type 1 error study are reported; and (4) the danger of depending upon a preliminary test to make analysis decisions is emphasized using an example data set. (BAE)

ED 282 958 UD 025 566

Watch Out! A Teacher's Guide to Traffic Safety.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- 83
NOTE- 46p.
AVAILABLE FROM- New York City Board of Education, 131 Livingston, St., Room 617, Brooklyn, NY 11201 ($1.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bicycling; Driver Education; Early Childhood Education; *Elementary School Curriculum; Elementary Secondary Education; *Pedestrian Traffic; Prevention; *Safety Education; *Secondary School Curriculum; Signs; Traffic Control; Urban Education; *Urban Environment
IDENTIFIERS- Bicycles; Drunk Driving; New York (New York); Traffic Fatalities

This guide provides teachers with activities that can initiate an awareness of the New York city-wide traffic safety campaign and reinforce safety education. It contains the following: (1) background information on safety rules for teachers; (2) curriculum topics that can include traffic safety issues; (3) class- and school-wide activities for elementary and secondary levels; (4) activities for early childhood; (5) student activity sheets with student objectives and suggestions to the teacher; and (6) a questionnaire with which teachers may evaluate the activates provided. Topics covered include crossing streets, hand signals for bicyclists, traffic signs, pedestrian casualties, and drunk driving. (PS)

ED 282 798 SO 018 096

Evans, Dina
Teaching Unit: Japan.
PUB DATE- 20 May 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Asian Studies; *Creative Activities; *Cultural Activities; Elementary Education; *Enrichment Activities; Foreign Countries; *Non Western Civilization
IDENTIFIERS- *Japan

The cultural diversity of Japan can provide a rewarding learning experience for children of all grade levels. This teaching unit includes resources and ideas for the study of Japanese society, art, folklore, and poetry. Included among the instructional objectives are: (1) children will compare U.S. lifestyles with Japanese lifestyles by reading various books; (2) children will put the information they have acquired to use by making replicas or simulations; (3) children will produce origami figures in order to develop a greater understanding of this Japanese art form; (4) children will recognize the difference between reality and fantasy after reading and discussing Japanese folktales; and (5) children will develop an appreciation for Japanese poetry by writing their own haiku. A bibliography is included. (BZ)

ED 282 813 SO 018 208

Mabbs-Zeno, Carl C.
Long-Term Impact of Famine: Enduring Disasters and Opportunities for Progress. Staff Report No. AGES870212.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Apr 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agriculture; *Developing Nations; *Hunger; *Nutrition; Social Sciences; *World Problems
IDENTIFIERS- Agricultural Change; Agricultural Economics; *Famine

Throughout history, famine has been linked to many of the most severe crises of humanity. Even with millenary of collective experience, the reaction of the world community to the an intense food crises fails to address the long-term impacts of famine. As governments and populations strive to cope with famine, many long-term changes take place in those nations suffering from famine. The scale of these changes ranges from microeconomic to macroeconomic changes and include social and political changes in the state and in the dependency status of the nation. Studies have shown changes in land ownership (Chambers and Pacey, ed., 1981), relative gain in wealth by the wealthy (Crawford, 1980), herd reduction, and migration of the population in search of wages and food. Macroeconomic changes such as internal improvements within the nation take place as governments try to secure the nation from future episodes of famine. Many famines have followed civil wars or threats from invasion, and some governments have been weakened during periods of famine. Dependency status results when developing nations serve the interests of more powerful nations, resulting in less economic development. Since no large population in today's world is dependent on local natural resources to the extent that a failure of nature must lead to famine, numerous observers (O'Brien, 1985; Shindo, 1985) say the increase of famines in today's world is due to social focus. (SM)

ED 282 931 TM 870 368

Anderson, Gary L.; Kelley, Donna M.
Negotiating Organizational Reality: A Case Study of Mutual Validation of Research Outcomes.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Data Interpretation; Decision Making; Educational Administration; *Educational Research; Elementary Education; Metaphors; *Participation; *Principals; *Researchers; Research Methodology; *Validity
IDENTIFIERS- Naturalistic Research; Negotiation Processes; Research Subject Relationship

Paralleling the interest among researchers in naturalistic inquiry is a resurgence in action research, and particularly in research which involves the collaboration of researchers and research subjects. This paper locates the negotiation of research outcomes between researcher and subject on a continuum, with the separation of researcher and subject on one extreme and collaboration between researcher and subject on the other. Data (transcripts of a reflective log, audiotaped by the principal, interviews, observations, and school documents) were collected on three elementary school principals over a nine month period. The purpose of the research was to understand the ecology of administrative decision making. The analytic categories constituting overlapping domains of professional knowledge were investigated using one principal's experience. Special emphasis was given to the use of generative metaphor as an analytic tool. The instance of negotiation that is described demonstrates how a researcher and practitioner can achieve consensus on the appropriateness of analytic categories that attempt to describe the social reality of educational practitioners. (Author/BAE)

ED 282 973 UD 025 587

Building An Indivisible Nation: Bilingual Education in Context. A Report from the ASCD Panel on Bilingual Education.

Association for Supervision and Curriculum Development, Alexandria, Va.

REPORT NO.- ISBN-0-87120-146-1
PUB DATE- Apr 87
NOTE- 47p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, 125 N. West Street, Alexandria, VA 22314-2798 ($6.00, SN/611-87026).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Bilingual Education Programs; Curriculum Evaluation; Educational Objectives; Elementary Secondary Education; *English (Second Language); Instructional Effectiveness; *Limited English Speaking; Native Language Instruction; Outcomes of Education; Program Effectiveness; *Staff Development

This booklet aims to help educators make informed decisions about which students need special language services, what kind of services they should receive, and how well the students and the language program have succeeded. It focuses on the following issues: (1) how the larger social context affects teachers' decisions and students' success; (2) the diversity of limited English proficient (LEP) students; (3) which instructional models and curriculum designs appear to be most effective, with an emphasis on transitional bilingual programs; (4) the necessity of integrating staff development and supervision for teachers of LEP students into the mainstream of the school; and (5) methodological difficulties in assessing student progress and evaluating program effectiveness. Conclusions and recommendations are included, as is a list of references. (PS)

ED 282 783 SO 017 707

Italian-American Traditions: Family and Community. An Exhibition in the Museum of the Balch Institute for Ethnic Studies.

Balch Inst., Philadelphia, Pa.; Italian Folk Arts Federation of America, Philadelphia, PA.

SPONS. AGENCY- Pennsylvania Humanities Council, Harrisburg.
PUB DATE- 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Acculturation; *Community; *Cultural Activities; Cultural Background; Cultural Images; Cultural Traits; Ethnicity; *Family Life; Group Unity; Higher Education; *Italian Americans; Religious Cultural Groups; *Religious Holidays; Secondary Education; *Social History; Sociocultural Patterns
IDENTIFIERS- *Italian Culture; Pennsylvania

Italian-Americans such as industrialist Lee Iacocca, architect Robert Venturi, film-maker Brian De Palma, and writer Gay Talese have contributed to the emergence of ethnic groups as a major force in the cultural and business life of the United States. What is not widely appreciated, however, is the cultural, religious, craft, and family base which made possible the success of such individuals. By presenting an exhibit on Italian-American life in the Delaware Valley, the Balch Institute hopes to fill this knowledge gap and

show how the ancestors of today's Italian-Americans found their "American dream" through hard work, religion, family, and community. This catalog of the exhibit contains selected photographs of the exhibit artifacts, an exposition regarding Italian immigrants to Pennsylvania and southern New Jersey, and an article on the changing role of the Italian-American religious festival. (BZ)

ED 282 875 SP 028 926

Pakes, Sandra J.; Drews, Sue A.
A Descriptive Study of Teacher Incentive Models Implemented in Indiana.
PUB DATE- 21 Apr 87
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Ladders; Elementary Secondary Education; Evaluation Methods; *Incentives; *Pilot Projects; Professional Development; Program Development; Program Evaluation; Rewards; *State Action; *Teacher Improvement; Teacher Salaries; Teaching Conditions
IDENTIFIERS- *Indiana; *Teacher Incentives

The Indiana Teacher Quality and Professional Improvement Program was established in response to legislation passed in March 1985. The purpose of the law was to review the salary and reward structure for teachers and to identify and develop methods to confer honor and respect on teachers and their profession. The Teacher Quality Team of the Indiana Department of Education is responsible for administering the program. A survey of more than 50,000 teachers assessed opinions about incentives and incentive programs. The goals identified to help the Teacher Quality Team reach its mission included: (1) research and analyze comprehensive career ladder systems; (2) review base pay increases for all teachers and establish pilot programs; (3) design professional development opportunities for individual teachers; (4) analyze ways to foster and promote respect and honor for teachers and the profession; (5) design and analyze reward systems for schools to improve the working environment of teachers; and (6) design state evaluation models for teachers and administrators. This descriptive study reviews selected model site programs and provides data regarding the types of programs, descriptions of the work to date, and anticipated outcomes. (JD)

ED 282 904 TM 870 302

Thompson, Bruce
Fundamentals of Canonical Correlation Analysis: Basics and Three Common Fallacies in Interpretation.
PUB DATE- 16 Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Society for Multivariate Experimental Psychology, Southwestern Division (New Orleans, LA, April 16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Correlation; *Multivariate Analysis; *Research Problems; Statistical Bias; *Statistical Inference; Statistical Studies

Canonical correlation analysis is illustrated and three common fallacious interpretation practices are described. Simply, canonical correlation is an example of the bivariate case. Like all parametric methods, it involves the creation of synthetic scores for each person. It presumes at least two predictor variables and at least two criterion variables. Weights, usually labelled standardized function coefficients, are applied to each individual's data to yield the synthetic variables which are the basis for canonical analysis. However, in canonical correlation, several sets of weights and synthetic variables can be created. Structure coefficients and index coefficients may also be computed. The interpretation of canonical results is challenging because of the myriad of coefficients produced. The three common fallacies to be avoided are: (1) interpreting structure coefficients while ignoring function coefficients; (2) interpreting redundancy coefficients; and (3) failing to employ commonality analysis. When researchers are aware of these pitfalls, canonical correlation analysis can be a powerful analytic method that may be the best technique in a complex situation. (GDC)

ED 282 945 UD 025 540

Santi, Lawrence L.
Change in the Structure and Size of American Households: 1970 to 1985.
Wisconsin Univ., Madison. Center for Demography and Ecology.
SPONS. AGENCY- Hewlett Foundation, Inc., Garden City, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
REPORT NO.- CDE-WP-86-31
PUB DATE- 86
NOTE- 22p.
GRANT- NICH-HD-5876; NICH-HD-7014
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative

Data (110)
DESCRIPTORS- Demography; Family (Sociological Unit); *Family Size; *Family Structure; Place of Residence; *Population Trends

Data and analysis presented in this paper demonstrates the changing dynamics of governing the average size of households in the United States. Although the average size of households in the United States fell steadily throughout the 1970s, the relative weight of the forces leading to smaller households shifted over the decade. During the first half of the decade, decreases in the size of family households were responsible for the bulk of the decrease in average household size. During the second half of the decade, decreases in the proportion of married-couple households began to exert a greater impact on the downward trend in the size of households. The slower rate of decline in household size observed during the first half of the 1980s represents a continuation of these trends. The living arrangements of adults, more than decreasing fertility, seem to be exerting an increasing impact on the average size of households. (Author/KH)

ED 282 959   UD 025 567

Degroat, Diane Zagare; And Others
You...as Blood Donor: Teacher Strategies and Student Worksheets.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-562-1
PUB DATE- 84
NOTE- 61p.
AVAILABLE FROM- New York City Board of Education, Editorial/Production Unit, Room 613, 131 Livingston, St., Brooklyn, NY 11201 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Blood Circulation; Cardiovascular System; Community Health Services; *Health Education; Medical Services;

*Science Instruction; Secondary Education; *Tissue Donors
IDENTIFIERS- *Blood; Blood Transfusion

This curriculum guide for teaching about blood donation was prepared to improve school-community participation in the New York City Blood Donor Program. It contains plans for five lessons on the following topics: (1) the nature of blood; (2) blood and technology--modern-day advances; (3) blood and your personal health; (4) the blood donor as good citizen; and (5) increasing blood donations. Each lesson contains background notes for the teacher. Teaching strategies are broken into steps that are organized according to performance objectives, materials necessary, development of topic, and summary; and include student worksheets. The materials in this guide are useful in several subject areas, such as health education, health careers, and social studies. (PS)

ED 282 799 SO 018 114

McKinney, Kay
A Look at Japanese Education Today. Research in Brief.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 4p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) -- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Differences; Cultural Traits; *Educational Attitudes; *Educational Philosophy; *Educational Practices; Educational Research; Elementary Secondary Education; Ethical Instruction; Ethnicity; Foreign Countries; *Foreign Culture
IDENTIFIERS- *Japan

The Japanese educational system is highly effective and is frequently pointed to as a potential model for reform of U.S. education. Although meaningful comparisons are difficult to make because the cultures are so different, educators in the United States can borrow and adopt many of the practices that make Japanese schools outstanding. According to federal researchers who recently examined Japan's schools in a two-year study, Japan's culture and family life have a major impact on the success of its educational system. While compulsory education in Japan is the same length as that in most states of the United States (nine years), 94% of Japanese students complete twelfth grade. On a cumulative basis, Japanese students spend the equivalent of one U.S. school year longer (180 more days) in school than U.S. students by the time they graduate from high school. Japanese children are automatically promoted to the next grade in the belief that all normal children can learn if they are self-disciplined, exert the effort, and persevere. Teachers present the same lesson in the same way to all children in the class; slow learners may attend privately run remedial schools called jikus. Most comparisons of the two systems cite mathematics as an area in which United States students fall short. Moral education also plays a fundamental role in Japan and is taught through the ninth grade. Japanese culture continues its influence through high school, and although Japanese adolescents do rebel, typical rebellions are mild by Western standards. (BZ)

ED 282 828 SP 028 824

Bell, David; Steinmiller, Georgine
Procedure for Serving Accreditation of Teacher Education Programs in Arkansas.
PUB DATE- Feb 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Higher Education; *Institutional Evaluation; *Program Validation; *State Standards; *Teacher Education Programs
IDENTIFIERS- *Arkansas

This paper outlines a recently implemented set of procedures for the approval of teacher education programs in the state of Arkansas. Information is included on: (1) regulations and standards for state approval of teacher education programs; (2) agenda for team visits conducting on-site evaluation; and (3) standards for program accountability. The appendix contains evaluation report forms, content of the proposal, letters, and the manual of procedures used in the program accreditation model. (JD)

ED 282 844 SP 028 869

Calderhead, James
Cognition and Metacognition in Teachers' Professional Development.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Field Experience Programs; Higher Education; Metacognition; *Preservice Teacher Education; Primary Education; *Professional Development; *Student Teacher Attitudes; *Student Teachers

This research explored how student teachers learn to teach and how they orient themselves to the processes of professional learning. A group of ten primary-grade student teachers were followed through a one-year post-graduate teacher training course, focusing primarily on the one-term field experience that occurred in the middle of the year. The students were regularly observed and interviewed about their teaching and what they were extracting from the experience. Their college tutors, supervising teachers, and principals were interviewed concerning their role in facilitating professional learning. Though experiences varied, the student teachers commonly passed through three phases, each characterized by a different conception of the student teaching task. The first involved anxiety while "fitting in" to the supervising teacher's routines. The second focused on "passing the test" and satisfying college tutors of their basic competence. The third phase was characterized by students, teachers, and tutors regarding the field experience as an "opportunity to experiment" and discover one's own style of teaching. In all three phases, however, a number of constraints acted to limit students' learning from the experience. As a result, student teachers' professional learning quickly reached a plateau, and their analysis and development of practice remained at a superficial level. The paper concludes with some discussion on the implications of the research for the design of preservice teacher education courses. (Author/JD)

ED 282 859 SP 028 897

Boser, Judith A.; Wiley, Patricia Davis

Intern Mentoring in an Alternative Teacher Preparation Program.

PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Mentors; *Public School Teachers; Role Models; Teacher Attitudes; *Teacher Behavior; Teacher Characteristics; *Teacher Interns; Teacher Role; *Teacher Student Relationship

This study sought to determine whether mentoring relationships developed between teaching interns and public school teachers who were designated as their mentors, what mentoring roles and functions were most characteristic of those relationships, and how much congruence existed between mentors' and interns' perceptions of the mentors' behavior. Data were collected from 17 mentor-intern pairs, who responded to a questionnaire based on eight previously identified characteristic mentor roles: (1) confidant; (2) coach or teacher; (3) positive role model; (4) developer of talent; (5) opener of doors; (6) protector; (7) sponsor; and (8) successful leader. Interns most often reported that their mentors acted as confidants, teachers, role models, and/or opener of doors. They seldom viewed their mentors as developers of talent or successful leaders. Mentors generally thought of themselves as portraying a larger number of the roles and performing more functions than did their interns. Findings of the study are analyzed, and appended tables provide data collected from the questionnaire. (JD)

ED 282 890 TM 870 260

Mertens, Sally; Rogers, Glen

Personnel Issues in Maintaining Longitudinal Designs.

Alverno Coll., Milwaukee, Wis.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Consultants; Data Collection; Labor Turnover; *Longitudinal Studies; *Recruitment; *Research Design; *Researchers; Research Methodology; Research Problems; *Staff Development; Staff Orientation; *Staff Role

In longitudinal studies, the same variables must be measured, in the same way, on at least two occasions. Research personnel are very important in keeping the necessary continuity of the procedures and the comparability of the measurements over time. As staff turnover can create serious problems, this paper suggests several strategies for reducing staff attrition in longitudinal studies. When hiring, it should be determined if the candidates are strongly motivated and view the study as related to their future goals. After hiring, staff should be provided with the opportunities which encourage them to make a personal investment in the study. When staff leave, people who understand and accept the conceptual and procedural boundaries of the study should be employed in their place. Prior to the second data collection wave, review of the study's conceptualization by new and continuing staff through the reanalysis of the initial data is recommended. To insure measurement consistency, training current staff through field testing the data collection procedures is suggested. In addition, the importance of establishing procedures for maintaining ongoing written documentation on the instrumentation, coding procedures, and quantitative data files is stressed.
Bibliographical information for 10 research reports published by Alverno College are cited on the verso of the title page. (JAZ)

ED 282 918 TM 870 334

Lincoln, Yvonna S.; Guba, Egon G.
Ethics: The Failure of Positivist Science.
PUB DATE- Apr 87
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Research; *Ethics; *Inquiry; Legal Problems; Legal Responsibility; Moral Values; Researchers; *Research Methodology; *Research Problems; *Social Science Research
IDENTIFIERS- *Naturalistic Research
The central failure of conventional, or positivistic inquiry has been the inability to handle deception in research and the violation of societal ethics, moral and legal caused by such deception. Moral dimensions include tests for whether the research would be approved by reasonable persons, whether it might pass the test of publicity, and whether or not it affords discretion in restraining from intrusiveness. Legal tests investigate whether the research protects individuals from harm, from lapses in informed consent, from deception, and from violations of privacy and confidentiality. Conventional inquiry has given rise to deception as a way to prevent ambiguity of research results. Ambiguity, however, has not been avoided, and costs have been added to the research. Deception can be avoided by utilizing emergent-paradigm, or naturalistic inquiry instead of conventional inquiry. Naturalistic inquiry focuses upon realities as multiple, divergent social constructions. The emphasis on utilizing the interaction of researcher and respondent allows participants to retain their locus of control, to make informed decisions regarding their participation, and to have a say in shaping the processes and results of the research. Naturalistic inquiry does bring about a new set of problems, but the ethical concerns raised concerning deception in the positivist inquiry are removed. (BAE)

ED 282 784 SO 017 742

Banks, James A., Ed.; Lynch, James, Ed.
Multicultural Education in Western Societies.
REPORT NO.- ISBN-0-03-007469-X
PUB DATE- 86
NOTE- 209p.
AVAILABLE FROM- Praeger Publishers, A Division of Greenwood Press, Inc., Customer Service, P.O. Box 5007, Westport, CT 06881 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; *Comparative Education; *Cross Cultural Studies; Cultural Awareness; Cultural Background; Cultural Differences; Ethnic Groups; Foreign Countries; *Global Approach; Higher Education; International Education; Minority Groups; *Multicultural Education; Social Environment; Social Integration
IDENTIFIERS- *Europe

Western democratic societies share an egalitarian ideology which maintains that a major goal of the state is to protect human rights and promote equality and the structural inclusion of all racial, ethnic, and cultural groups into the fabric of society. Educational initiatives taken to implement reforms that reflect ethnic diversity and promote equality have created lively and sometimes embittered controversy because little agreement exists within each nation about what should be the proper role of public schools in the ethnic education of both majority and minority students. This book is divided into three major parts. Part I formulates a descriptive typology of the phases of ethnic revitalization movements, the paradigmatic responses that educators have made to these movements, and the limitations which characterize educational reforms that are based on single-factor paradigms. Part II describes examples of these paradigms and concepts by discussing multicultural education in the United States, Canada, the United Kingdom, Australia and Western Europe. is the difficulty that nation-states have trying to formulate educational policies that simultaneously respect the cultural integrity of students from diverse groups, help students attain the knowledge and skills needed to live productive lives, and help students develop a commitment to the overarching ideals and ethos of the nation-state. The final part of the book is devoted to a consideration of the rationale and components of an effective multicultural teacher-education program, and a summary of the major issues raised in the book, together with an outline agenda for policy and action. (BZ)

ED 282 814 SO 018 232

This Constitution: A Bicentennial Chronicle.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 86
NOTE- 734p.; Published by Project '87, a joint undertaking dedicated to commemorating the Bicentennial of the United States Constitution. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF04/PC30 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional History; Constitutional Law; Elementary Secondary Education; Instructional Materials; Learning Activities; Primary Sources; *United States Government (Course); *United States History
IDENTIFIERS- Bicentennial; Supreme Court; *United States Constitution

Providing a link between constitutional scholars and the planners of school and public programs observing the Bicentennial of the United States Constitution, this series of the Bicentennial Chronicles features articles that provide a link between scholars of the Constitution and the people who will be planning programs for the public and for the schools in observance of this historical occasion. Each issue features three distinct sections that provide ideas, resources, and practical information for program planners. The first section, written by specialists, contains essays designed to suggest themes and topics for Bicentennial programs. Thirteen constitution issues that can serve to organize an examination of the constitution, its evolution and meaning, are discussed. These issues are: (1) national power--limited and potential; (2) federalism--the balance between nation and state; (3) the judiciary--interpreter of the Constitution or shaper of public policy; and (4) civil liberties--the balance between government and the individual; (5) criminal penalties--rights of the accused and protection of the community; (6) equality--its definition as a constitutional value; (7) the rights of women under the Constitution; (8) the rights of ethnic and racial groups under the Constitution; (9) presidential power in wartime and in foreign affairs; (10) the separation of powers and the capacity to govern; (11) avenues of representation; (12) property rights and economic policy; and (13) constitutional change and flexibility. The second section of each journal highlights documents relating to the Constitution, accompanied by an explanation of their content and an analysis of their importance; and the third section contains information on Bicentennial events planned at colleges, museums, libraries, state and national archives, and government agencies

throughout the country. (EDS)

Hord, Shirley M.; And Others
Taking Charge of Change.
Association for Supervision and Curriculum Development, Alexandria, Va.; Southwest Educational Development Lab., Austin, Tex.
REPORT NO.- ISBN-0-87120-144-5
PUB DATE- 87
NOTE- 102p.; Figures contain small print.
AVAILABLE FROM- ASCD, 125 N. West St., Alexandria, VA 22314-2798 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Agents; *Change Strategies; *Educational Change; Elementary Secondary Education; *Program Development; *Program Implementation; Teacher Attitudes
IDENTIFIERS- *Concerns Based Adoption Model

This book provides diagnostic techniques for assessing the needs of school personnel involved in implementing new innovations for school improvement. Using the Concerns Based Adoption Model (CBAM) as a framework, it discusses the roles and personal needs of the people involved in the change process and provides strategies for the total management of an innovation. The first strategy offers ways to introduce the change or innovation and to monitor the variety and diversity of implementation. A component checklist for determining the range of operational patterns found in classrooms is described. In the second strategy, seven stages of concern experienced by teachers involved in the change process are identified, and suggestions are given on how to deliver interventions that will respond to each stage of concern. The concept of the innovation's levels of use provides the third strategy, which identifies the degree to which teachers are using the new practices. It is noted that this tool is useful for assisting teachers to move to higher levels of use as well as for evaluating the progress of the change implementation effort. Numerous figures supplement the text. (JD)

ED 282 905 TM 870 315

Savell, Joel M.; And Others
Empirical Status of Feuerstein's "Instrumental Enrichment" as a Method of Teaching Thinking Skills.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-TR-699
PUB DATE- Jun 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Ability; *Cognitive Measurement; Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; Improvement Programs; *Intelligence Quotient; Learning Disabilities; Literature Reviews; Postsecondary Education; Pretests Posttests; Spatial Ability; Special Education; *Teaching Methods; *Transfer of Training
IDENTIFIERS- Canada; *Feuerstein (Reuven); *Instrumental Enrichment; Israel; Thinking Skills; Venezuela

The purpose of this paper is to provide information to help decide whether Feuerstein's "Instrumental Enrichment" (FIE) technique (or some variation of it) might be useful in teaching leadership-relevant thinking skills to prospective Army leaders. This paper examines some 35 reports of FIE research conducted in Israel, Venezuela, Canada, and in a number of locations in the United States, and asks what can be concluded from these reports with respect to the following: (1) the nature and reliability of FIE effects; and (2) for those effects that appear to be statistically reliable, the "amount" of FIE that appears to be required in order for these effects to appear. Results of this review suggest that the following characterize those studies that tend to show experimental/comparison-group differences: (1) at least a week of FIE training for instructors; (2) generally 80 or more hours of student exposure to FIE; and (3) FIE taught in conjunction with subject matter. Observed effects have been shown on nonverbal measures of intelligence. Statistically significant differences have been observed in a number of populations. There is enough evidence suggesting that FIE improves thinking skills to encourage researchers to continue investigating it. An appendix describes Feuerstein's theory and method. (Seven pages of references are included.) (LMO)

ED 282 932 TM 870 370

Castenell, Louis
The Mismeasurement of Low-Income Blacks: A Quagmire for Counselors.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Tests; *Black Students; Cognitive Style; Content Validity; Economically Disadvantaged; Elementary Education; *Low Income Groups; Models; Parent Workshops; Racial Differences; *School Counselors; *Social Differences; Teacher Workshops; *Test Bias; Test Norms; Test Validity; Test Wiseness

Since elementary school counselors frequently provide or interpret achievement test scores for academic placement decisions, they must be vigilant for invalid data. Standardized norm-referenced achievement tests can underestimate achievement or potential of low-income black children because of different learning styles and test bias. Recent research results confirm what many observers have suspected for a long time: standardized test scores are more significantly affected by social class than by race; and cognitive learning styles of low-income black children and their transition from concrete tc abstract modes of communication may be different from other groups. Test data can become biased because items are more appropriate for middle class students; norms are not representative of low-income black students; and test readiness is not equally present in all groups tested. A planning model for counselors to avoid the probability of mismeasuring low-income black children on norm-referenced achievement tests includes: (1) review the test manual, especially for test validity, as it relates to low-income black students; (2) conduct workshops to help teachers communicate high expectations and check face validity of test items; (3) conduct workshops for parents to show their role in motivating students and in encouraging test readiness; (4) conduct workshops for students to disseminate test-wiseness information; and (5) evaluate previous workshops in a final workshop with all participants. (BAE)

ED 282 974 UD 025 589

Peterson, Brian; And Others
Toward Excellence and Equity: Elementary Education in Dade County.
Florida International Univ., Miami. Inst. for Public Policy.
PUB DATE- May 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavior Modification; *Board of Education Policy; Educational Finance; *Educational Improvement; *Educational Policy; *Educational Quality; Elementary Education; Hispanic Americans; Minority Groups; Principals; Reading Instruction; *School Based Management; Urban Schools
IDENTIFIERS- *Dade County Public Schools FL

This report presents specific recommendations for the continuing improvement of the elementary education provided by Dade County Public Schools (DCPS), Florida. Following a list of the 31 major recommendations and an introduction, the recommendations are discussed in greater detail. This discussion is organized around these themes: (1) setting and implementing goals; (2) school-based management; (3) inner-city schools; (4) principals; (5) ability grouping; (6) reading instruction; (7) Spanish instruction; and (8) the Alpha Program, a behavior modification program. The report asserts that minority education should be recognized as the paramount problem facing the DCPS today. The entire system should convert to school-based management (SBM), and sizeable bonuses should be paid to the staffs of outstanding schools. Converting to SBM would involve revising school performance and responsibility requirements. A major increase in the Florida Tax base should be considered to fund school construction, and the renovation needs of schools in older neighborhoods should not be neglected when those of newer neighborhoods are met. Classes should focus on higher order cognitive skills, and enrichment programs should be started in every school. Inner-city schoolchildren should be provided with more opportunities to read, and more Spanish instruction, for native and non-native speakers, is needed. The Alpha Program should be established in each school with a large group of disruptive students. Also included is a list of persons interviewed for the report, and an annotated bibliography. (KH)

ED 282 829 SP 028 825

Lee, Sharon; And Others
Explicit Teacher Theory: Linking Theory and Practice.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decision Making; Elementary Secondary Education; *Instructional Improvement; *Professional Development; Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; Teacher Student Relationship; *Theory Practice Relationship

Brief descriptions are given of three studies that explored the role of theory in instruction, decision-making, professional development and teacher/student transactions. The first, by Karen Ray, was an observation study of three reading/language arts teachers who were seen to act consistently according to their personal theory of reading and writing. The second, by Leslie Patterson, a naturalistic study of one teacher's process of explicit theory building, supported the literature concerning the theoretical nature of instructional decision-making. The third study, by Sharon Lee, developed a model of explicit theory formulation that outlines the path that many teachers followed as they progressed from novice teachers to empowered educators who are easily able to share theory with colleagues. Four ways in which

explicit theoretical orientations can function for teachers are discussed: (1) explicit theories can give teachers criteria for evaluating professional decisions; (2) explicit theories can be easier to revise than intuitions; (3) theory-building is productive for teachers; and (4) explicit theories give teachers a sense of control in the classroom and in their professional development. (JD)

ED 282 860 SP 028 898

So You Want To Be a Teacher. ERIC Digest 19.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Admission Criteria; Elementary Secondary Education; Higher Education; Preservice Teacher Education; State Standards; *Teacher Certification; Teacher Education Programs; *Teacher Salaries; *Teacher Supply and Demand; *Teaching (Occupation);

*Teaching Conditions
IDENTIFIERS- ERIC Digests

This digest, addressed to prospective teachers, consists of questions and answers that provide information on such topics as teachers' responsibilities, how to become a teacher, teacher supply and demand, salaries, and working conditions. References are included. (JD)

ED 282 946 UD 025 544

Brooks, Jennifer Giddings
Magnet Program, 1984-85.
Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.
REPORT NO.- RE85-473-14
PUB DATE- Jun 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Desegregation Methods; Elementar Secondary Education; Enrollment; *Magnet Schools; Minority Groups; *Program Effectiveness; *Program Implementation; School Desegregation; Teacher Characteristics; Urban Schools
IDENTIFIERS- *Fort Worth Independent School District TX

The 1984-85 Magnet Program of the Fort Worth (Texas) Independent School District is described and evaluated in this report. General data and information on specific sites are included. The major finding was that the Fort Worth magnet schools were highly successful in providing for high academic performance, and moderately successful as an integration tool. The magnet program was implemented on 12 campuses, including elementary, middle, and high school levels. At the high school level there were more minority students than majority. Anglo students and grade 10 students showed the greatest increase on standardized students. Black students scored higher than Hispanic students. In the middle school programs, grade 7 students showed the greatest increase. Hispanic students scored higher than Black students. At the elementary level, all students showed an increase except for kindergarten students. Recommendations include: (1) Recruitment procedures in majority schools for the high school programs should be targeted to attract more majority students. (2) The low gains of the kindergarten students should be investigated. (3) Magnet coordinators should use ITBS/TAP scores to identify any areas of weaknesses for remediation. Statistical tables are included which show: enrollments by school and ethnicity, number of years of teaching experience of magnet teachers, ethnicity and sex of teachers, and achievement test scores of program participants. Also appended is a survey form for magnet schools. (KH)

ED 282 960 UD 025 568

Kaminski, John
Be a Water Watcher: A Resource Guide for Water Conservation, K-12. 1985.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-616-4
PUB DATE- 85
NOTE- 70p.; For original report, see ED 202 963.
AVAILABLE FROM- New York City Board of Education, Curriculum Production Unit, Office of Curriculum Development and Support, Rm. 617, 131 Livingston Street, Brooklyn, NY 11201 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Conservation Education; Educational Resources; Elementary Secondary Education; Environmental Education; *Instructional Materials; Water Pollution; *Water Resources
IDENTIFIERS- New York (New York)

This guide provides teachers of kindergarten through high school with model lessons relating to water conservation. Age-appropriate suggestions are presented including songs, poems, skits, activity sheets, and field trips. Generic hints and information are included in addition to material which applies specifically to New York City, such as how to read a water meter, and how a toilet works and how much water is consumed by certain activities. A bibliography

for adults and children and a list of audiovisual materials are included. (VM)

ED 282 845 SP 028 870

Rice, Karla
Empowering Teachers: A Search for Professional Autonomy.

PUB DATE- Apr 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Decision Making; *Educational Needs; Elementary

Secondary Education; Organizational Theories; *Professional Autonomy; Research Needs; *Teacher Behavior
IDENTIFIERS- *Empowerment

Despite a wealth of research literature showing the importance of teacher empowerment and autonomy, and a multitude of plans and models for bringing teachers to the decision-making table, teachers remain encapsulated in their classrooms. In spite of career ladders, career lattices, merit pay, and mentorships, teachers have been unable to take their place as first-class citizens in the American education system. Current plans and models involving career ladders, staff development, collegial support, and problem-solving show some promise for improving this situation, but more time is needed to evaluate the total effects of such strategies. It is suggested that the study of people in organizations be conducted using new research methods and strategies to empower the research subjects. Exploring new ways to look at the nature of organizations and the people within them are needed. Programs should be devised that will provide teachers with the means to identify, define, and resolve their own issues and problems. (CB)

ED 282 891 TM 870 261

Frederick, Judith M.

Measuring School Effectiveness: Guidelines for Educational Practitioners.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- TME-93
PUB DATE- Jan 87
NOTE- 41p.
CONTRACT- 400-86-0018
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC

Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Definitions; Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; *Institutional Characteristics; *Measurement Techniques; *School Effectiveness; Standardized Tests
IDENTIFIERS- *Effective Schools Research

Identifying effective and ineffective schools is a dominant issue in education in light of the increasing concern for achievement and accountability. Educators involved in school improvement projects face the dilemma of choosing from a variety of methods for measuring school effectiveness. The primary purpose of this paper is to describe for teachers and principals the methods and issues related to the identification of effective schools. Definition of school effectiveness is a complex task, one which should be expressed in terms of qualitative variables (school climate, instructional leadership, high expectations, etc.) as well as quantitative variables (achievement scores). The different methods used to measure school effectiveness can be analyzed along four basic dimensions: (1) level of aggregation; (2) criteria of effectiveness; (3) time frame of analysis; and (4) population. The patterns that have emerged in studying schools as complex social systems reveal a set of distinct characteristics in high-achieving schools. These factors include: (1) strong administrative leadership, particularly in the area of curriculum and instruction; (2) an orderly, safe environment conducive to learning; (3) a pervasive and broadly understood instructional focus emphasizing a commitment to basic skills; (4) teacher behaviors that convey the expectation that all students must obtain at least minimum mastery; and must obtain at least minimum mastery; and pupil achievement as the basis of program evaluation. (LMO)

ED 282 919 TM 870 335

Short, Edmund C.
Curriculum Research in Retrospect.
PUB DATE- 19 Apr 87
NOTE- 45p.; Paper presented at the Society for the Study of Curriculum History (Washington, DC, April 19, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Curriculum Development; *Curriculum Research; Decision Making; Elementary Secondary Education; History; Literature Reviews; Research Methodology; *Research Problems; *Research Utilization

IDENTIFIERS- *Research Trends

This paper identifies the general shifts in curriculum research from the mid-1970s to the mid-1980s. Information is drawn from periodic reviews or summaries of the research literature. A comparatively larger number and variety of individual studies have been reported, but places to publish state-of-the-art curriculum reviews have become more scarce. Because of these factors, specialized and fragmented reviews have replaced systematic, comprehensive ones. Curriculum scholars have turned from positivistic inquiry to a range of newer forms of inquiry in a climate of uncertainty and defensiveness. Less attention has been paid to what needs to be studied in the curriculum field. Researchers' conception of curriculum has changed. Curriculum is no longer thought of as a deductive science but as a practical art. Recent curriculum research has become more aligned with this new conception. Two earlier papers by the author on this topic are appended. "Curriculum Knowledge: Kinds and Processes" (1974) discusses four types of knowledge generated by properly conducted curriculum research: disciplinary; conjunctive; technological; and practical. "Another Look at Curriculum Knowledge" (1984) contains the author's positive and negative reactions to his 1974 paper. (JAZ)

ED 282 975 UD 025 590

Safe in School: A Teachers's Guide to Selected Safe School Practices Grades K-12.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 87
NOTE- 19p.
AVAILABLE FROM- N.Y.C. Board of Education, Div. of Curriculum & Instruction, 131 Livingston Street, Brooklyn, NY 11201 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Educational Facilities Improvement; Elementary Secondary Education; *Safety Education; *School Safety
IDENTIFIERS- New York City Board of Education

This guide suggests ways to prevent specific kinds of common school accidents by incorporating safety into curriculum areas. Strategies for accident prevention are organized by grade level under these categories: (1) Introductory Strategies; (2) Classroom; (3) Schoolyard; (4) Gymnasium and Playing Field; (5) Cafeteria; and (6) School Building. A recommendation for the establishment of a schoolwide safety committee assures that the safety practices will be ongoing and provides a forum through which a schoolwide safety campaign can be coordinated. A safety game for grades 3-8 is included. (VM)

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